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ABSTRACT

One in a series designed to assist Arizona elementary and junior high school teachers in developing children's traffic safety skills, this curriculum guide contains nine lessons for use in kindergarten and grade 1. Introductory information provided for the teacher includes basic highway safety concepts, stressing communication methods for highway users, visibility and judgmental problems, predictability of behavior, and passenger safety; instructions for using this program, explaining evaluation methods; Arizona law and regulations governing pupil transportation; a form to report misconduct on the school bus; and rules for school bus safety. The lessons cover the following subjects: passengers; waiting for, boarding, riding, and leaving the school bus; emergency procedures on the bus; a classroom visit by the bus driver; automobile passengers; and seat belt use. For each lesson a complete plan is provided, incorporating objectives, key points, a list of needed materials, suggested basic and enrichment activities, student assessment procedures, and additional resource materials. The types of activities include learning songs, games, role playing, building a model bus, coloring and drawing, picture identification, class discussions, and question-and-answer sessions. (ELG)

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ARIZONA TRAFFIC SAFETY EDUCATION



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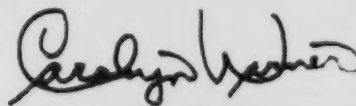
PASSENGER SAFETY

CE 018 192

FOREWORD

Educators, legislators, and citizens from every walk of life in each of the fifty states are studying ways to accommodate boys and girls in our ever-increasing mobile society. With the greater rate of mobility among people comes the need for safety education to assist each child in maintaining a safe and comfortable life. Safety education has long been an integral part of instructional programs in our schools, but we are now attempting to focus on safe highway education through a sequential system of concept development. Basic understandings and safety-oriented attitudes of young people toward responsibility as pedestrians, bicycle riders, and passengers will serve them well through their growing years and into the time when they are driving their own cars.

The Driver and Safety Education Division, Department of Education, in cooperation with the Mesa Public School System, has prepared this Resource Guide for elementary teachers to assist them in helping children develop awareness of their responsibilities as highway users. It is our hope that the Resource Guide aid in cutting across the fabric of the total elementary school program.



Carolyn Warner
Superintendent

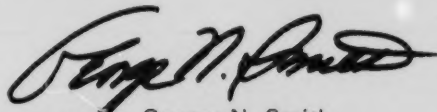
INTRODUCTION

At a time when traffic accidents are a major hazard in the lives of our young people, it is gratifying for the Mesa Public Schools to be involved in the development of this elementary traffic safety education guide. It is our purpose that, with this guide, teachers will be able to provide elementary students with the knowledge, skills and attitudes necessary to avoid the suffering and loss caused by traffic mishaps.

To adequately prepare young citizens to become safe and responsible highway users, a comprehensive K-12 traffic safety program is required. To this end, these lessons, developed from materials gathered from across the entire country, are provided. Key concepts and activities have been researched, formulated and developed, and lesson formats have been designed for ease of teacher use. Materials are not simply provided; a lesson plan concept is used complete with objectives, key points, material lists, suggested (and flexible) activities, student assessment procedures and additional materials not readily available in the classroom.

All lessons have been field-tested throughout the Mesa School District and in other districts. Lessons were evaluated for importance, usability in the classroom, appropriateness of activities and materials, time to teach, grade level, student achievement and interest, and other key variables. Where revisions were needed they were made.

It is our sincere desire that these lessons, in the hands of concerned teachers, will assist our youth in becoming responsible, skillful and safe highway users.



Dr. George N. Smith
Superintendent
Mesa Public Schools

PASSENGER SAFETY K-1

CONTENT

Introduction	iii
Using This Program	vi
Regulations and Laws Governing Pupil Transportation, State of Arizona	viii
Report of Misconduct on School Bus	x
Rules for School Bus Safety	xi

Lesson

This is a Passenger	1
Waiting for the Bus	2
Boarding the School Bus	3
Riding the School Bus	4
Leaving the School Bus	5
Emergency Procedures on the Bus	6
The School Bus and Driver Visit	7
The Automobile Passenger	8
How to Use Seat Belts	9

INTRODUCTION*

The basic concept of *highway safety education* for elementary students is the need for an understanding of the total traffic picture.

To be a competent highway user, the elementary student as a pedestrian, bicycle rider, passenger or driver, must possess the basic knowledge of the rules and regulations of the traffic mix. After learning the rules and regulations, the student can begin to form the proper attitudes toward his responsibility for the welfare of himself and others as highway users. Through the understanding of one's limitations and the capabilities of other highway users, the elementary student will come to realize his part in providing a safer traffic environment.

Some Supporting Concepts

There are some basic highway safety concepts that should be kept in mind as these lessons are being taught:

1. The "highway user" concept should be advanced to help students identify with some of the activities that take place on the streets and highways and to introduce them to the complexities of the highway transportation system.
2. Highway users must learn to communicate with others. Some forms of communication are as follows:
 - a. Eye-to-eye contact. *Example:* The student should learn to look at the car driver, not just the car.
 - b. Learn the signs and signals that will provide information as to what the other person is going to do.
 - c. Make sure you are communicating clearly and that you are seen before you change directions or move into traffic. *Make sure your action does not place an imposition on another highway user.*
3. Expect and accept other people's errors in judgment and be willing to help them instead of demanding retribution for your inconvenience.
4. The smaller the object, the more difficult it is to see, especially with poor visibility or poor eyesight.
 - a. A large adult is easier to see than a small child.
 - b. A small highway user is more difficult to see and is oftentimes hidden or camouflaged by objects in the street or highway.

*NOTE: The general information on the first eight basic highway safety concepts is the same as in the *Introduction* to the Pedestrian Safety Lessons. When teaching passenger safety to elementary students, consider the additional information in Concept No. 9.

5. The highway user may be experiencing problems, such as:

Poor eyesight

Under the influence of alcohol or drugs

Low angle of the sun, a.m. or p.m.

Worried or preoccupied with personal or business problems.

6. Children should be made aware of the fact that when they take on the role of a highway user, especially a pedestrian or bicyclist, they are expected to act like adults, make the same choices and demonstrate the same judgment skills (this is usually the first time in their young lives this responsibility occurs).

There is only one set of rules or laws in our traffic system and it applies to adults as well as children. An error in judgment or willingness to increase the risk result in the same hazard for the child and the adult.

7. The 'Yield Right of Way' concept should be accepted on the basis of who should yield the Right of Way and NOT who has the Right of Way.

Under no circumstance should we assume the Right of Way until the other highway user yields it

The law directs who should yield the Right of Way, NOT who has the Right of Way.

8. The competent highway user will predict what other highway users will do based upon the laws and regulations that they have learned. Therefore, if a child or inexperienced highway user fails to follow the rules or regulations, the factor of unpredictability will add confusion, congestion, and undue hazards to his environment and increase his chances of being involved in a highway crash.

9. It would appear that passengers have very little influence on traffic safety, but upon closer analysis it is found that *passengers can have a very significant positive or negative influence on highway safety.*

There are two areas of highway safety that can be influenced by passenger safety, that of accident prevention and accident survivability.

Accident prevention

The conduct and attitude of a passenger can affect how well the driver of a vehicle can perform. Excessive noise, flying objects, etc., can definitely have a negative and distracting influence on the performance of a driver. Also, the passenger, through verbal encouragement, can have positive or negative influence on the driver's performance.

Accident survivability

A knowledge of and positive attitude toward the use of restraining devices, safety devices, and proper riding position, if incorporated into the role of a passenger, can

greatly increase the survivability of a passenger, in the event of a highway crash. Therefore, it is imperative that young passengers understand and accept their responsibility for the influence they can have on the safety of themselves and other highway users.

We sincerely hope that this unit on highway safety education will be an effective tool for the teacher to use in improving the childrens' survivability in our transportation system.

USING THIS PROGRAM

This program is designed to equip students with the traffic safety skills they need. Each lesson teaches a skill (OBJECTIVE). The KEY POINTS outline the content necessary to teach that objective. ACTIVITIES are designed to help you teach the key points and reinforce the lesson objective. Students should be assessed after each lesson, or as often as possible, to be certain they have acquired the necessary skills and mastered the objective.

Some assessments require meeting individually with each student, preferably in an area where he will not be distracted. Enrichment activities can be used for other students during this type of assessment (color, cut and paste, etc.) If assessment time becomes a problem, refer to random sampling procedures included in these assessments.

When assessment involves student demonstration and/or description, accept the student's first response, and go on. Do not prompt or give remedial help during assessment. Remedial help and reassessment can be provided later.

After teaching the lesson and assessing each student (or sample of students), record whether or not the student has achieved the objective. A suggested Assessment Checklist is shown below. If a student has mastered the lesson objective, check the box corresponding to that objective and the student's name. Put a circle in the box if the student has not mastered the objective. Reassess after remedial help has been given, and check if the objective is mastered.

NAME	OBJECTIVE NUMBER												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Linda C.	✓	○											
Bobby R.	⊙												

In the example shown above, Linda C. mastered Objective One, and has been assessed on Objective Two, but has not mastered it. Bobby R. has mastered Objective One (after not mastering it on his first attempt). Bobby has not yet been assessed on Objective Two.

ASSESSMENT CHECKLIST

[illegible]

REGULATIONS AND LAWS GOVERNING PUPIL TRANSPORTATION

STATE OF ARIZONA

REGULATIONS

1. Standing

Standing shall not be permitted on any school bus. A school bus shall not be put in motion until all pupils are seated. Ref. A.R.S. § 28-901.A. In unloading pupils, the driver shall not allow pupils to leave their seats until the bus comes to a complete stop.

2. Loading and unloading pupils

Whenever a school bus stops to discharge or load pupils who must cross the street or highway, the pupils shall cross in front of the bus. The bus shall not be moved until all pupils discharged from the bus who must cross the street or highway have done so. The driver of the bus shall not permit the pupils to be discharged from the bus to cross the street or highway until they may safely do so.

3. Authority of drivers

The driver of any school bus shall be held responsible for the orderly conduct and safety of the pupils transported. Continued disorderly conduct or refusal to respect the authority of the school bus driver shall be sufficient reason for the pupil to be denied transportation in accordance with regulations of the governing board of the school. (All adult passengers such as coaches, teachers, monitors, etc., are also under the authority of the school bus driver.)

4. Smoking in bus

Smoking in a school bus shall be prohibited whenever pupils are aboard.

5. Intoxicating liquors

No intoxicating liquor shall at any time be carried in a school bus.

6. Animals

No animal shall be transported in any school bus unless such animals are to be used as part of the school program and only when specifically authorized by the local school authorities.

7. Weapons

No weapons of any sort, except side arms carried by authorized police officers, shall be transported on a school bus.

ARIZONA REVISED STATUTES (LAWS)

28-900. Regulations relative to school buses

- A. The commission by and with the advice of the state board of education shall adopt and enforce regulations not inconsistent with this chapter to govern the design and operation of all school buses used for the transportation of school children when owned and operated by any school district or institution, or privately owned and operated under contract with any school district in this state and the regulations shall by reference be made a part of any such contract with a school district. Every school district, its officers and employees, and every person employed under contract by a school district shall be subject to such regulations.
- B. Any officer or employee of any school district who violates any of the regulations or fails to include obligation to comply with the regulations in any contract executed by him on behalf of a school district shall be guilty of misconduct and subject to removal from office or employment. Any person operating a school bus under contract with a school district who fails to comply with any of the regulations shall be guilty of breach of contract and the contract shall be cancelled after notice and hearing by the responsible officers of the school district.

REPORT OF MISCONDUCT ON SCHOOL BUS

This is a form the school bus driver fills out when an infraction of the rules takes place on the bus. One copy is sent to the student's parents.

REPORT OF MISCONDUCT ON SCHOOL BUS

Bus # _____ Date _____
Name of Student _____
School _____ Time: A.M. - P.M.

INFRACTION (Check Infractions)

- ☐ Loud, Unnecessary Talking
- ☐ Vulgar or Profane Language
- ☐ Unauthorized Window Adjustment
- ☐ Out of Seat When Bus in Motion
- ☐ Part of Body Out Window
- ☐ Object Thrown Out Window or Door
- ☐ Marked on Part of Bus
- ☐ Cut Seat
- ☐ Lack of Consideration for Others
- ☐ Eating on Bus
- ☐ Chewing Gum
- ☐ Failed to Follow Instructions of Driver
- ☐ Continually Late to Bus Stop
- ☐ Striking Matches on Bus
- ☐ Failure to Sit in Assigned Seat
- ☐ Littering Bus

Warning Given? _____ Yes _____ No

REMARKS: Brief Explanation of Infraction _____

Signature of Driver

RULES FOR SCHOOL BUS SAFETY

PUPILS BEING TRANSPORTED ARE UNDER THE AUTHORITY OF THE BUS DRIVER AND SHALL:

1. BE ON TIME FOR THE BUS BOTH MORNING AND EVENING.
2. STAND A SAFE DISTANCE FROM THE HIGHWAY WHILE WAITING.
3. GET IN LINE AS THE BUS APPROACHES.
4. ALWAYS USE THE STEPS AND HANDRAIL.
5. NEVER CROWD OR PUSH.
6. SIT IN SEATS AS ASSIGNED BY THE DRIVER.
7. TAKE SEATS QUIETLY AND QUICKLY, AND REMAIN SEATED WHILE THE BUS IS IN MOTION.
8. KEEP HANDS, ARMS, HEADS OR OBJECTS INSIDE BUS.
9. NEVER THROW ANYTHING WHILE ON THE BUS.
10. HAVE WRITTEN PERMISSION FROM THE PRINCIPAL TO LEAVE BUS OTHER THAN AT HOME OR SCHOOL.
11. TALK IN NORMAL TONES; NO LOUD OR VULGAR LANGUAGE.
12. KEEP THE BUS CLEAN; NEVER PLACE BOOKS OR OTHER OBJECTS IN AISLE.
13. REFRAIN FROM MARKING, SCRATCHING OR DAMAGING THE BUS IN ANY WAY.
14. DANGEROUS OBJECTS, KNIVES, MATCHES, ETC., ARE PROHIBITED.
15. BE COURTEOUS TO THE DRIVER, TO OTHER PUPILS AND TO PASSERS-BY.
16. REFRAIN FROM TALKING TO THE DRIVER WHILE BUS IS IN MOTION.
17. REMAIN SEATED UNTIL THE BUS COMES TO A FULL STOP.
18. THOSE SITTING CLOSEST TO THE DOOR GET OFF FIRST.
19. MOVE AWAY FROM THE BUS AS SOON AS YOU GET OFF.
20. GO DIRECTLY HOME AT THE END OF THE DAY.

RIDING THE BUS IS A PRIVILEGE. PUPILS WHO REFUSE TO OBEY DIRECTION OF THE BUS DRIVER PROMPTLY OR REFUSE TO OBEY REGULATIONS SHALL FORFEIT THEIR RIGHT TO RIDE ON THE BUSES.

PASSENGER SAFETY – KINDERGARTEN AND FIRST GRADE

LESSON ONE

"THIS IS A PASSENGER"

OBJECTIVE ONE

Given examples of passengers and non-passengers, the student will identify examples of passengers.

KEY POINTS

1. A "passenger" is: a person riding in a vehicle who is not the driver. YOU are a passenger when
 - a. You ride in the family car.
 - b. You ride in the family pickup.
 - c. You ride on the school bus.
 - d. You are given a ride on a motorcycle.
2. Passengers influence the safety of themselves and other highway users. Their actions and attitudes can affect how well the driver performs—in a positive way or in a negative way.
3. A passenger can affect the driver in a positive way:
 - a. Sit back on the seat and remain seated.
 - b. Fasten seat belts.
 - c. Talk quietly. Avoid making noise.
 - d. Avoid throwing things or fighting. Don't distract the driver.
 - e. Always wait for the car to stop completely before getting in or out.

NOTE: These are suggestions. Other important ways may be added.

MATERIALS NEEDED

The pictures accompanying this lesson (plus any you have collected). (Activities 1 and 3)

Drawing paper and crayons. (Activity 4)

Enough copies of the picture of passengers riding in the car in the mountains for each student to color. (Activity 5)

Enough copies of the assessment exercise for each student.

SUGGESTED ACTIVITIES

*Use of all activities is NOT required.
Additions and modifications are encouraged.*

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Show the first seven pictures accompanying this lesson to the students and ask them to tell whether or not each picture has a passenger in it. If yes, why is this person a passenger? If no, is the person a driver or a pedestrian?

Discuss with students what influence a passenger has on the driver.

How can the way a passenger acts affect his safety and that of others? (Key point 3)

2. Ask students questions such as the following:

- a. "When your Daddy drives to work, is he a passenger?" (No)
- b. "When your mother rides to the store with your father, is she a passenger?" (Yes)
- c. "When you ride your bicycle, are you a passenger?" (No)
- d. "When you ride the school bus, are you a passenger?" (Yes)

Discuss the advantages and disadvantages of being a passenger.

3. Show the students the pictures (or transparencies) of vehicles indicated for Activity 3 on back. Have the students indicate where the passenger in each situation would ride.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Have students draw and color pictures of themselves as passengers (in cars, buses, on motorcycles, etc.). Walk through the class to see if students understand what a passenger is.
5. Give each student a copy of the car passengers riding in the mountains to color.

SUMMARY

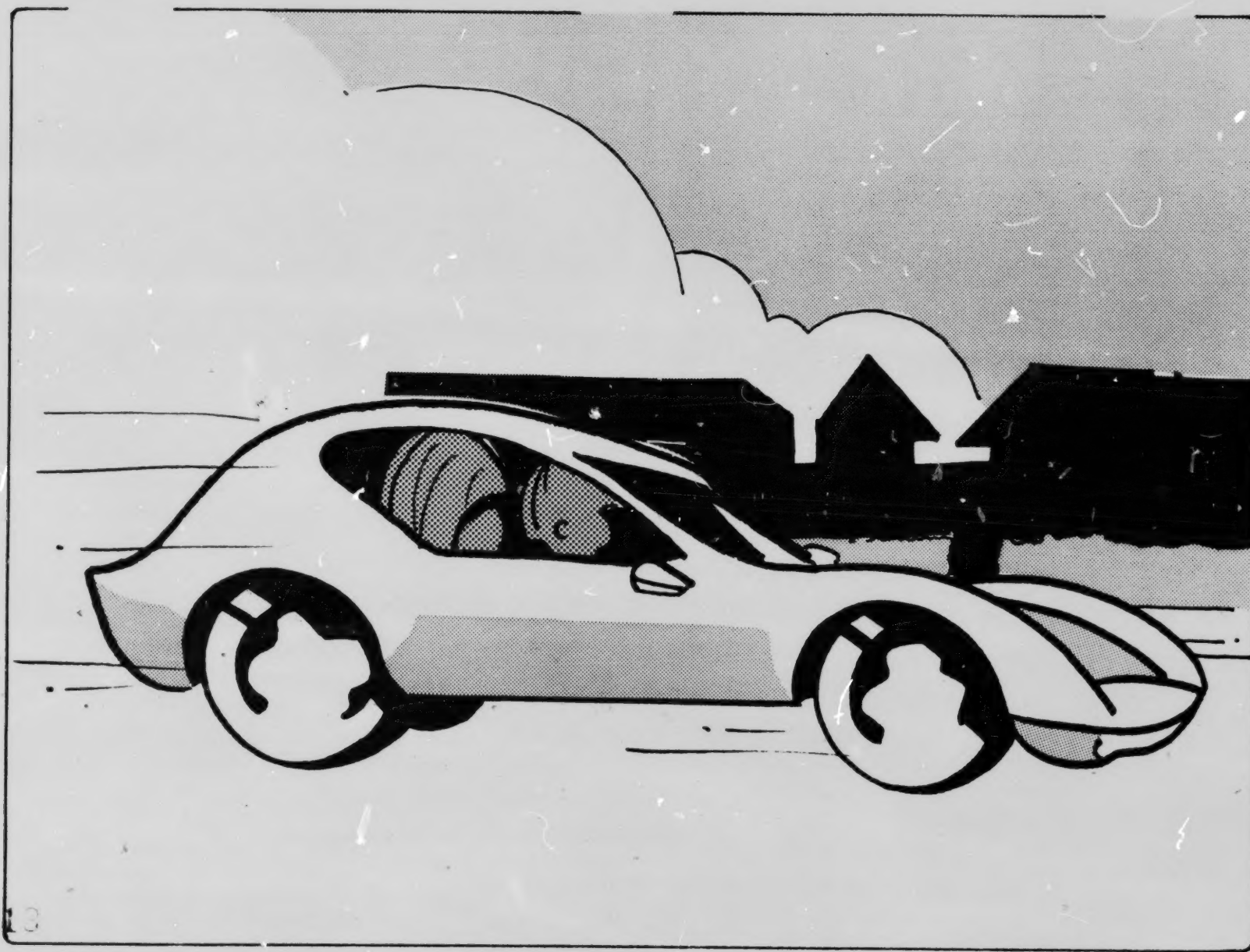
Review with students: When are you a passenger? What are some examples? Review Key Points.

YOU are a passenger when:

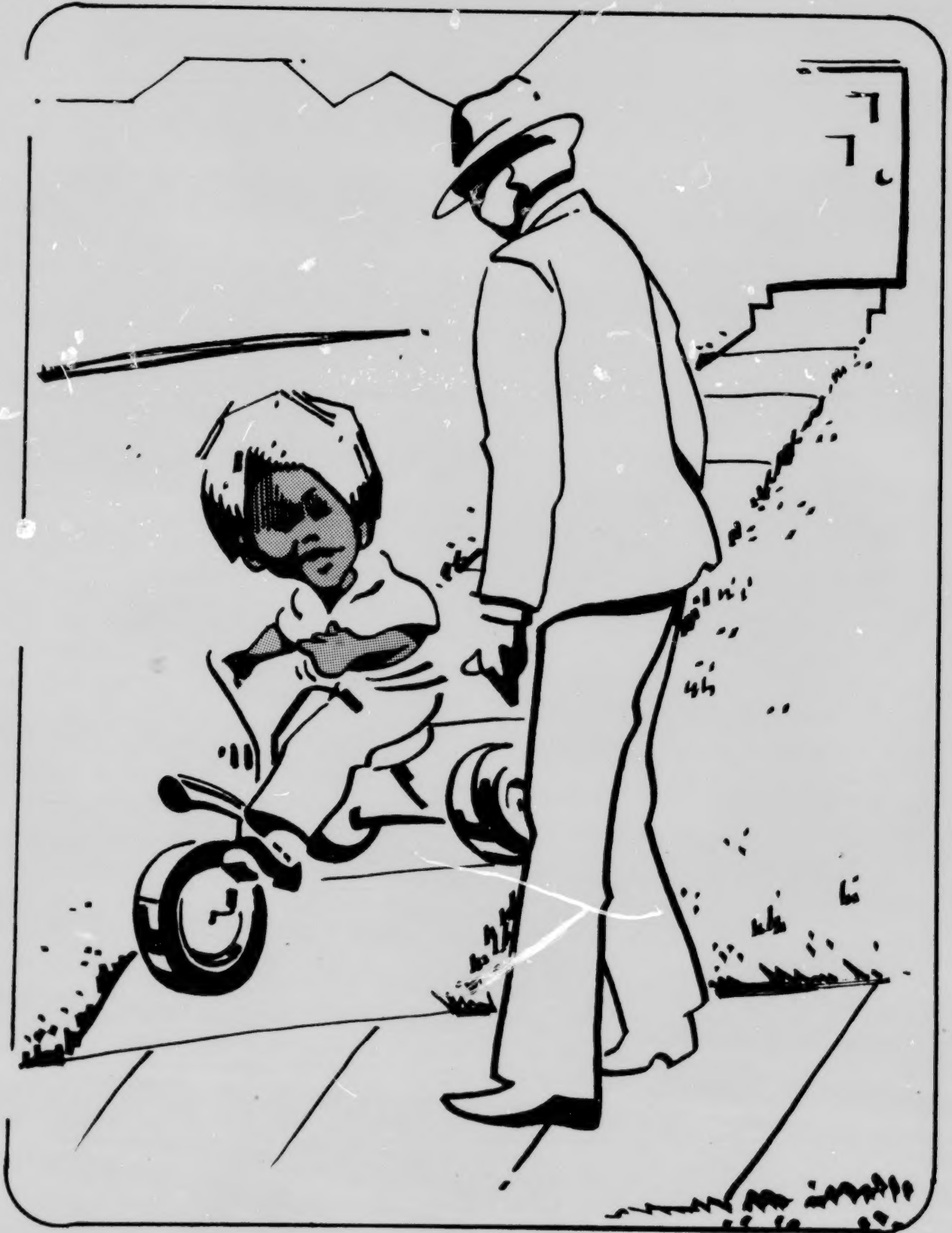
1. You ride in the family car.
2. You ride in the family pickup.
3. You ride on the school bus.
4. You are given a ride on a motorcycle.

ASSESSMENT PROCEDURE (OPTIONAL)

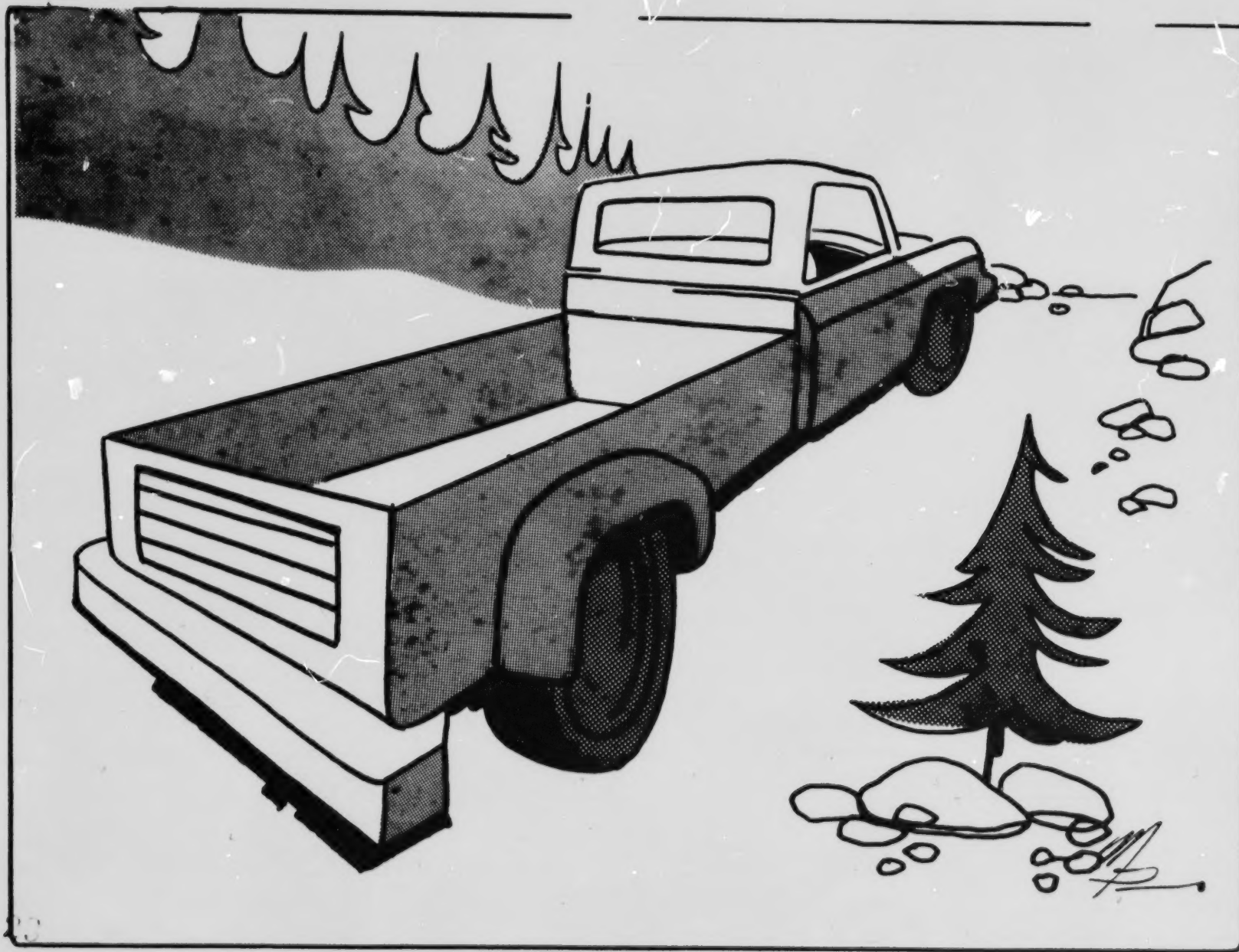
Give each student a copy of the assessment exercise and instruct the students to draw a circle around each picture of a passenger. Collect the exercise and complete the assessment checklist so that you can identify, and give assistance to, those students who need further instruction.





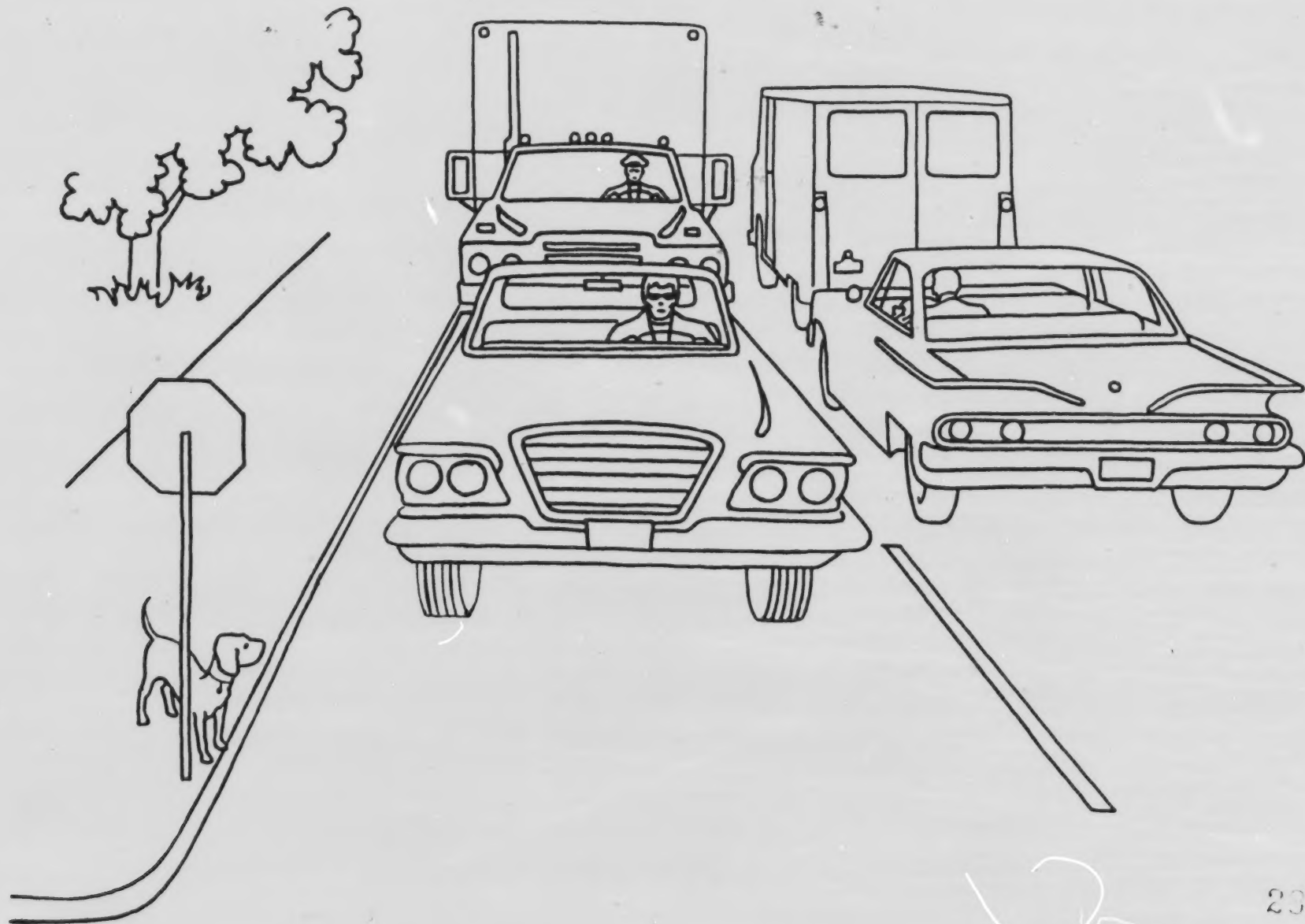






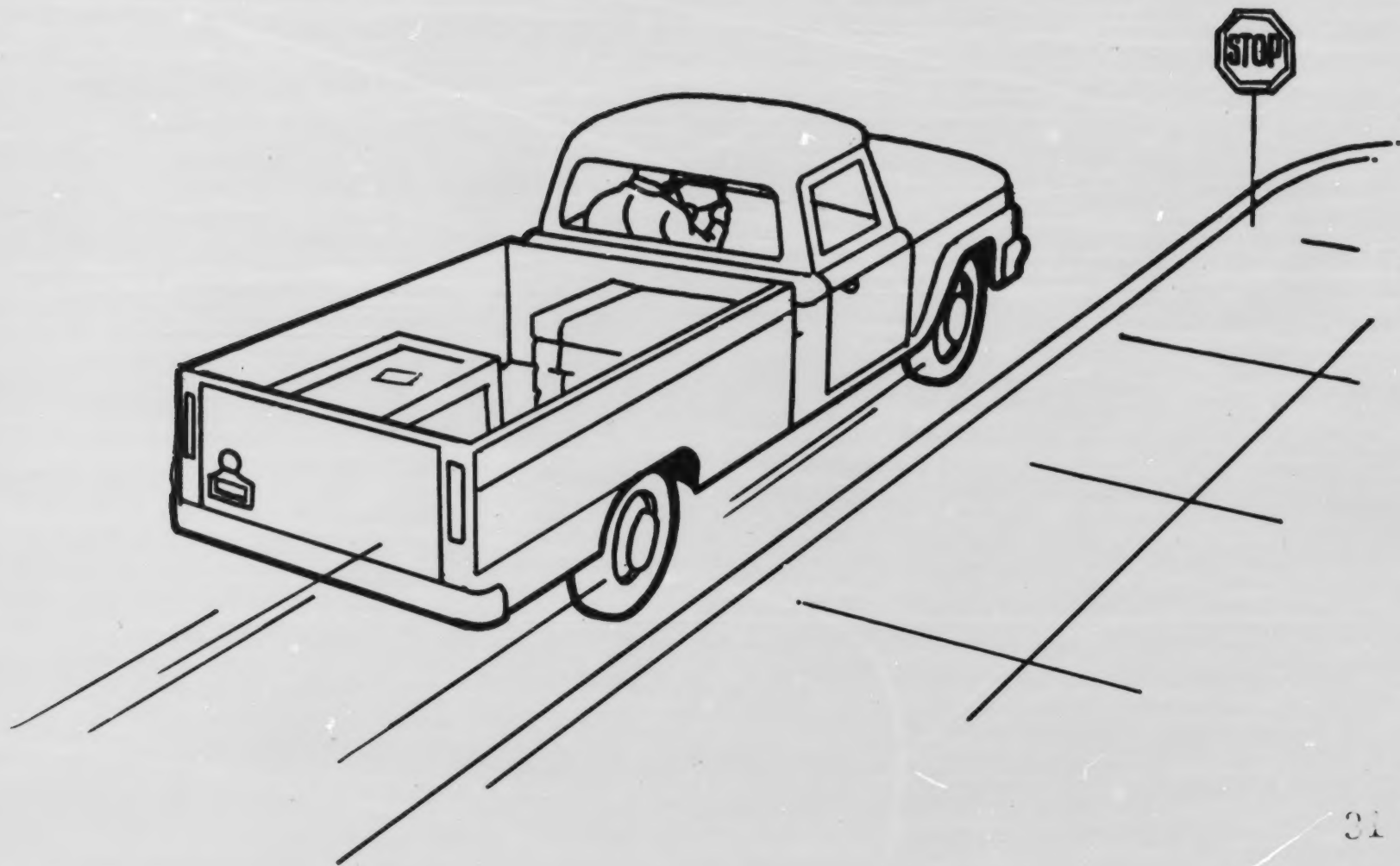






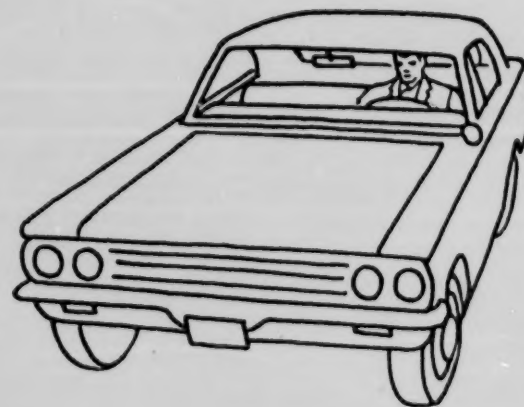
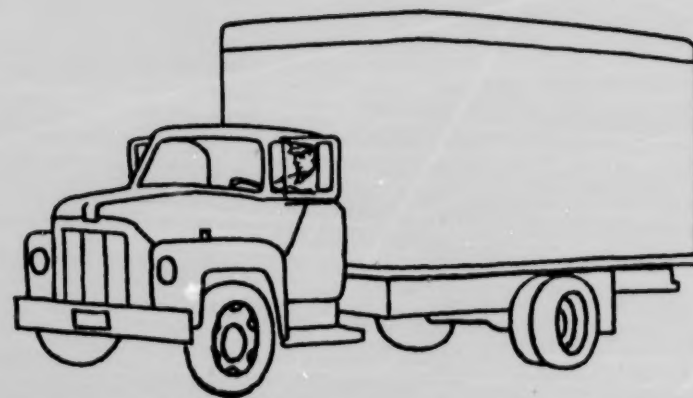
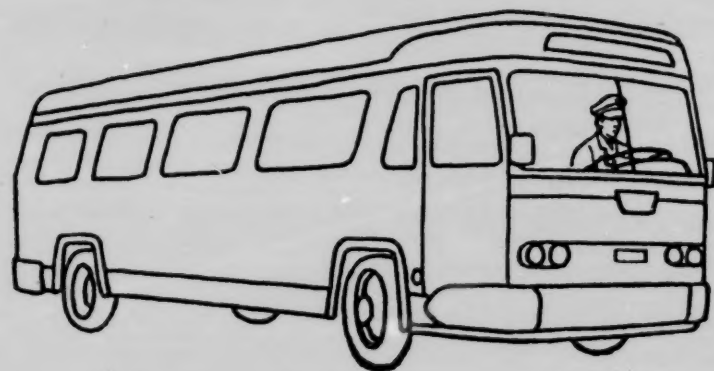
TWO-LANE TRAFFIC (Activity 3)

The passenger could ride in the front seat with the driver in any of these vehicles. It is legal to ride in the back of a van or pickup truck, but should be discouraged because a sudden stop would be more hazardous. The back seat of a car would also be a good place to sit, especially if seat belts are provided. It is illegal to ride in the back of a semi-truck. Discuss.



A PICKUP TRUCK WITH AN UNBALANCED, DANGEROUS LOAD (Activity 3)

A passenger could safely ride in the cab with the driver of the pickup truck. However, because of the way the load in the back is balanced, any sudden stops or starts could be very hazardous to a passenger in the back. Riding in the back of a pickup is legal, but not safe.



BUS, TRUCK, MOTORCYCLE, BICYCLE, AUTOMOBILE (Activity 3)

BUS - Passengers may sit anywhere there is a seat on the bus.

SEMI-TRUCK - Passengers may ride in the cab with the semi driver.

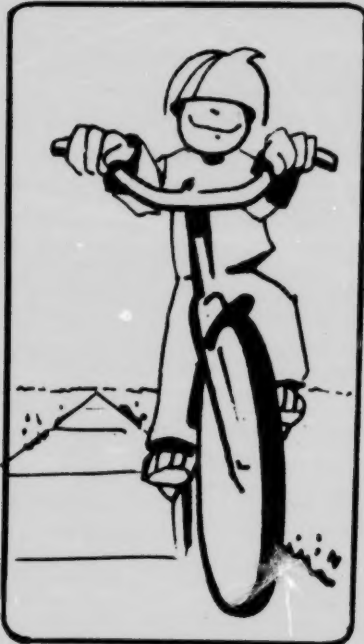
MOTORCYCLE - It is legal to ride behind the driver, if the motorcycle has a seat made for passengers.

BICYCLE - The bicycle is built for only one rider. Therefore it is illegal and unsafe for the bicyclist to carry passengers.

AUTOMOBILE - Passengers may sit in front or in back as long as they sit on a seat

ASSESSMENT

NAME _____



PASSENGER SAFETY – KINDERGARTEN AND FIRST GRADE

LESSON TWO

"WAITING FOR THE BUS"

OBJECTIVE TWO

Given a simulated situation which involves meeting the school bus, the student will demonstrate the proper actions he would take prior to the arrival of the bus.

KEY POINTS

1. Students need to become aware of safety rules to follow when they are unsupervised, while waiting for and meeting the bus.
 2. When preparing to meet the school bus, the student should:
 - *a. Be at the bus stop approximately 5 minutes before the bus arrives.
 - *b. Line up in a straight row (single file) at the bus stop.
 - c. Stay at least 3 feet back from the curb on the sidewalk or shoulder of the road.
 - *d. Stay in line and don't horse play near the bus stop.
 - *e. Wait until the bus comes to a full stop and the door has opened before moving toward the bus.
 - f. Ride only on your own bus. Know its number.
 - *g. Go straight home if you miss your bus ride to school.
- *Stress the points marked (*).

NOTE: To assist the children in their walk from home to the bus stop, review the basic pedestrian safety procedures, if needed. (Reviewing Pedestrian Safety Lessons, especially K-1 lessons 4, 5, 6, 7 and 8, may be helpful.)

MATERIALS NEEDED

Enough copies of the Happy Face clock for each student. Yellow and black crayons, paper plate and black construction paper optional. (Activity 1)

Enough copies of the bus maze for each student. (Activity 2)

Pictures accompanying this lesson. (Activity 3)

Enough copies of the information sheet for each student to take one home to his parents. (Activity 4)

Cardboard and plastic for identification bracelets or tags. (Activity 5)

Materials for a classroom school bus. Directions attached to lesson. (Activity 7)

Masking tape or chalk for the assessment exercise.

Additional Resource Material

Lucky Bus, by Richard G. Boyer. 1974

Oddo Publishing Company, 201 South Second Street, Mankato, MN 56001

SUGGESTED ACTIVITIES

*Use of all activities is NOT required.
Additions and modifications are encouraged.*

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Give each student a copy of the Happy Face clock and have them draw the hands in at the time that they meet the bus to go to school. (Or you may cut hands from black construction paper to paste on.) Have students color the clock yellow with black hands. (School bus colors.)

Discuss where the hands should be when students leave for the bus stop in order to be there at least five minutes early, and without running. Have several students verbalize and act out how they get ready for school in the morning. Proceed up to when they are ready to leave because the clock is telling them that it is time to leave.

A round paper plate may be used for the clock. Use construction paper and a brad for movable hands. Feel free to use different numerals on your clock.

2. Give each student a copy of the bus maze. Have students put the number of the bus they ride to school at the top and trace the safest path to the bus stop. Ask them if they can name some of the things they should be careful of. (*Examples:* railroad tracks, cross at intersections, obey all traffic signs and signals. If there are sidewalks, walk on them; if not, they should walk on the shoulder of the roadway—left side—facing traffic.)

3. Show students picture A (BEHAVIOR AT THE BUS STOP) and B (AT THE BUS STOP). Ask students to identify the picture in which children are practicing good safety habits. Have them discuss what the children in picture A are doing that is dangerous and why. Use questions on back of pictures to discuss safety habits.
4. Review the local school bus regulations. Give each student a copy of the school bus information sheet for them to take home to their parents. The information sheet is a basic outline of the important items the parents should know concerning the safest route to the bus stop. (The students can also show and explain their Happy Face clock and maze to their parents.)

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

5. Help the students make simple cardboard identification bracelets or tags to wear the first few days of school. These should contain the basic information: name, address, phone, bus number. Protect these with magic tape or plastic so information won't rub off.
6. Teach students the poem "Waiting for the School Bus."

Waiting for the School Bus

*When we wait for the school bus
We line up single file and never fuss.
We stay on the curb away from the street,
And when the bus stops, we're ready to move our feet.*

7. Have the class make a classroom school bus. In later lessons, this bus can be used to have students demonstrate bus passenger safety practices. (Directions included.) Substitute materials may be used.
8. Have several students talk-walk through the safety steps they take in preparing to meet the bus.

SUMMARY

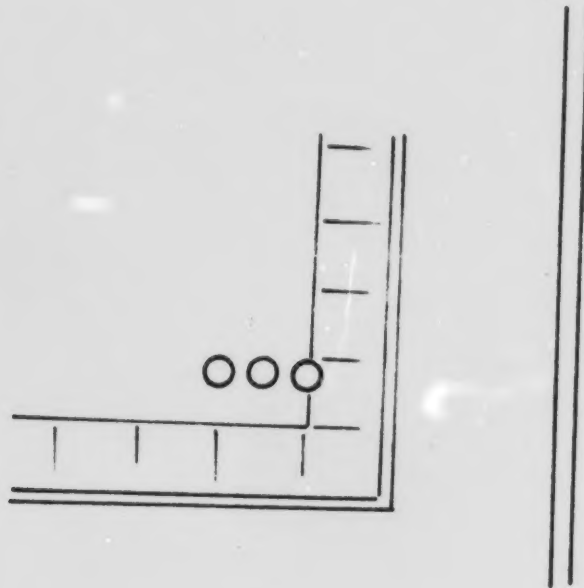
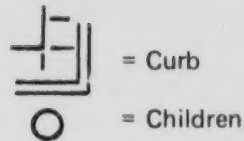
For review, have student repeat Exercise 7, being sure to emphasize the Key Points.

ASSESSMENT PROCEDURE (OPTIONAL)

Set up a simulated bus loading area in the classroom. Use masking tape or chalk to mark the curb line. (Diagram below.) Have students demonstrate the proper actions on preparing to meet the school bus. Complete the assessment checklist and give assistance where needed.

Approximate sidewalk dimensions:

Sidewalk width = 3' (1m)



DIRECTIONS FOR MAKING A SCHOOL BUS

Materials Needed

Cardboard & tagboard

or

Refrigerator carton

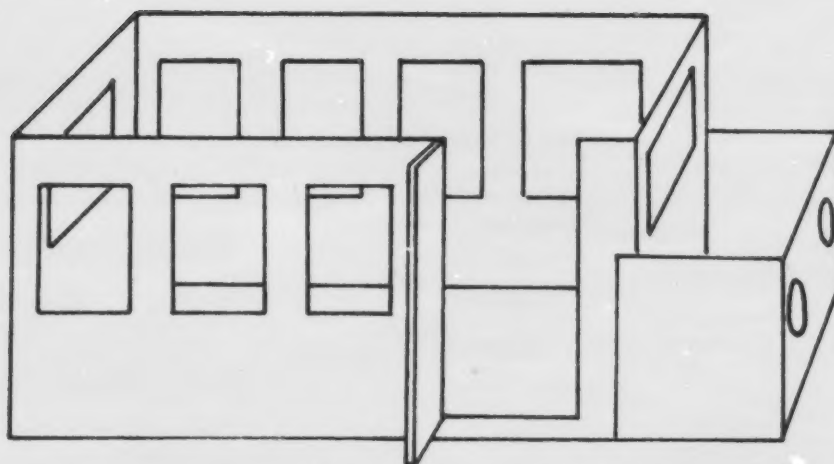
Masking tape

Yellow paint or paper

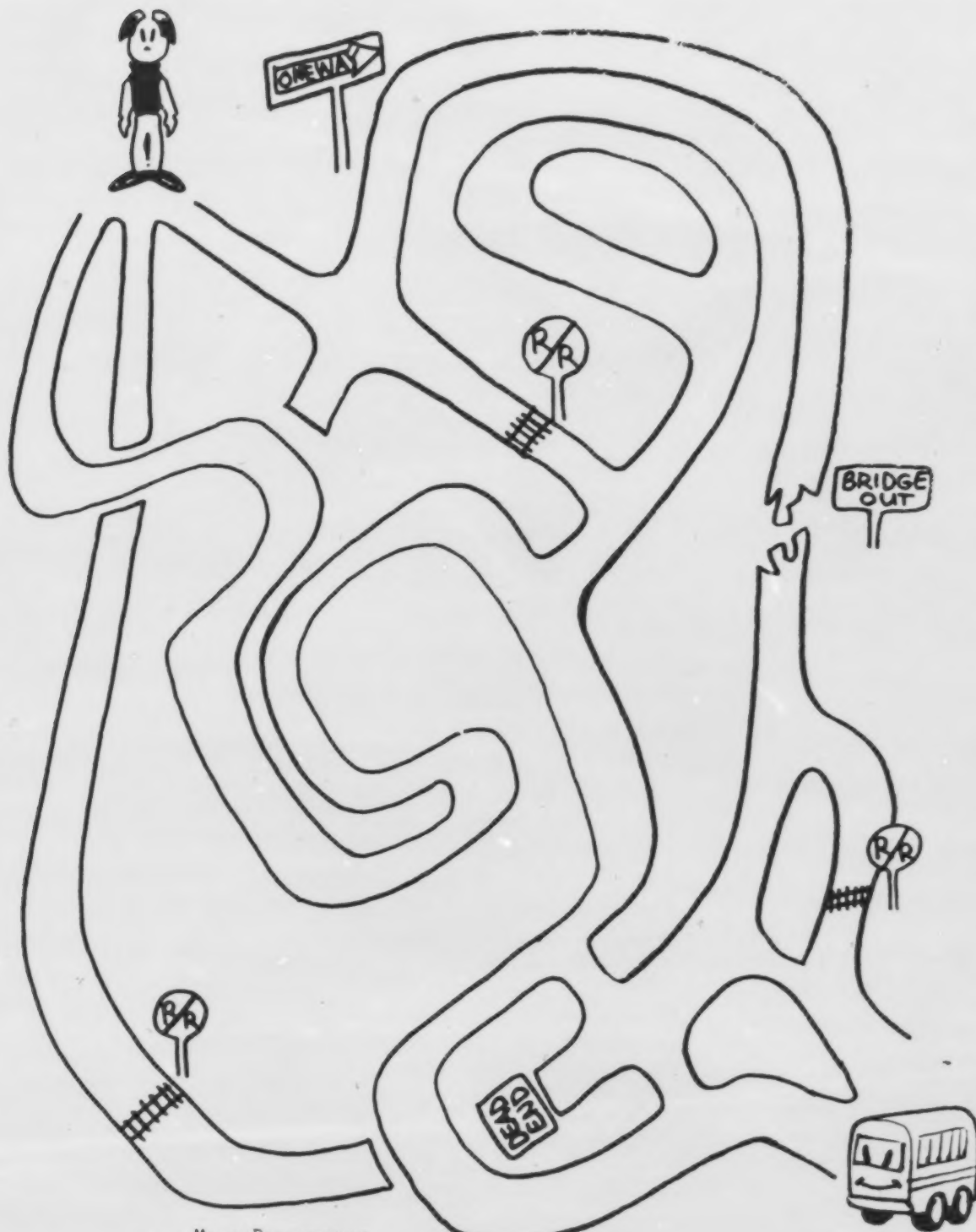
Black, white, red paint

Chairs

Build a bus. (Using a picture of a real bus, make a classroom bus large enough for a group of your students to use.) The teacher should gather the materials in advance. The children, with teacher's guidance, begin by taping the cardboard or tagboard together to form the front, sides, and back of the bus. Continue by making a separate form for the nose of the bus and tape it to the bus in the proper position. Cut and fold back the door area in which the children enter the bus. Mark and cut out areas for the windows. Paint the bus yellow and black adding details, such as taillights, headlights (flashlights may be used), etc., as desired. (Large sheets of colored butcher paper or construction paper may be stapled on instead of using paint.) Put the name of the school district and a bus number on the side. *Optional:* Interior parts, such as steering wheel, fire extinguisher, gas pedal, handrails, may be drawn in. Use the children's school chairs for passenger and driver seats.







MAZE DIRECTIONS

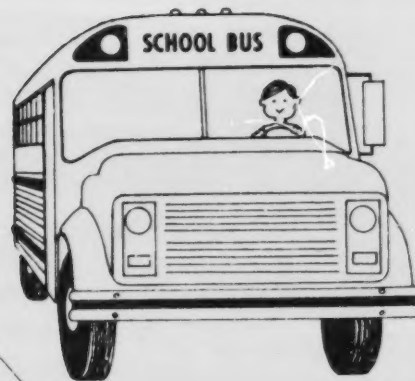
TRACE A PATH TO MR. YELLA FELLA, BUT BE CAREFUL
NOT TO CROSS ANY RAILROAD TRACKS.

BEHAVIOR AT THE BUS STOP



BEHAVIOR AT THE BUS STOP

1. Are the children behaving correctly while waiting for the bus?
2. What safety rules have they forgotten?
3. Why is it dangerous to fool around at the bus stop?
4. What is the correct way to behave at a bus stop?
5. What are the most important safety rules to follow while waiting at the bus stop?
6. Where should you wait for the bus?
7. Why shouldn't you stand too close to where the bus will stop?



AT THE BUS STOP

AT THE BUS STOP

1. Are the children in the picture waiting for the bus in the proper way?
2. What safety rules have they remembered? (Key Points)
3. Where should you wait for the bus if there is no sidewalk?
4. How should you treat the property you are standing on?
5. Where should you put your books, lunches, packages, etc... while you are waiting?
6. How should you treat other student's belongings at the bus stop?
7. Why is it important to be lined up in a row when the bus comes?
8. How do you line up properly at a bus stop? (See picture)
9. When should you start to move towards the bus?

Dear Parent,

Since your child will be riding a school bus to and from school each day, may we suggest the following steps for his/her safety.

SAFETY STEPS

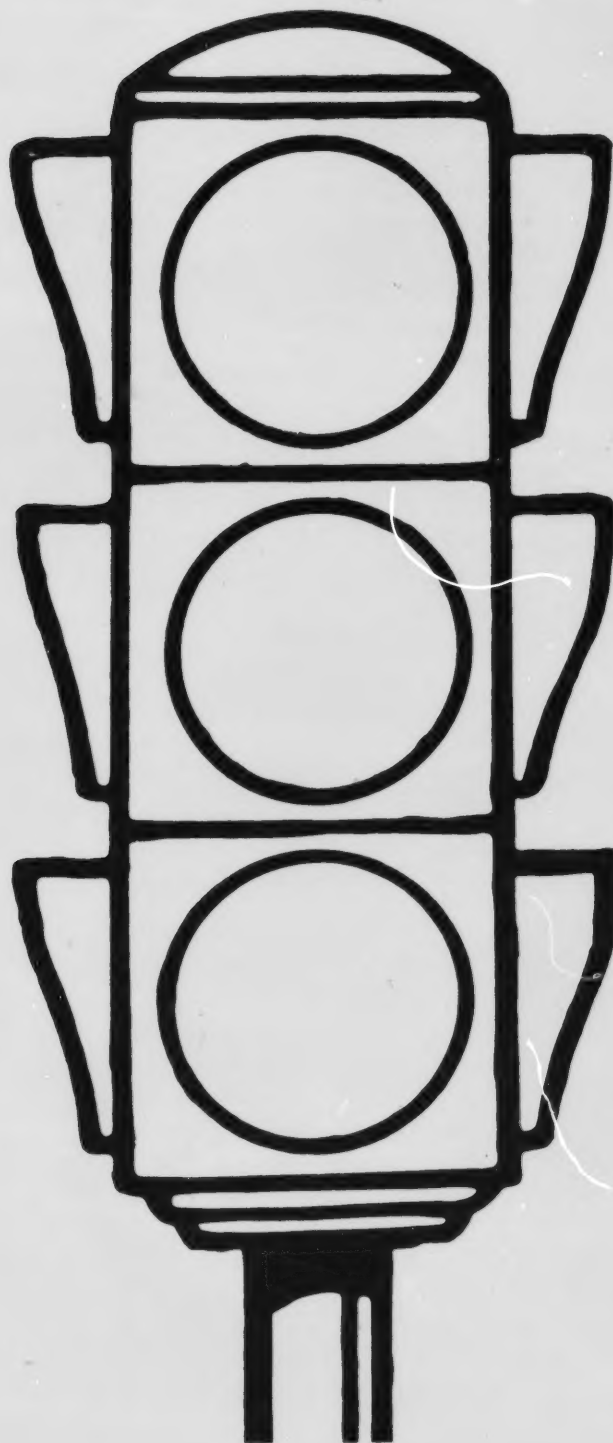
1. Walk to the bus stop with your child the first few days using the safest, most direct route.
2. Find out how much time it takes to get to the bus stop and the time the bus arrives.
3. Point out to your child where the hands of the clock are at the time he should leave. Allow enough time to get to the bus stop about 5 minutes early.
4. Point out any safety hazards - for example: Crossing streets, alleys or driveways - and that your child should always watch for oncoming cars when approaching these areas.
5. If sidewalks are available, your child should use them. If not, he should walk FACING TRAFFIC, single file.
6. Find out the bus number, and be sure your child checks so that he boards the correct bus.
7. If your child misses his bus ride to school, instruct him to come straight home. Or, if no one will be at home, make arrangements for the possibility of a missed bus.
8. If your child must cross a busy street remind him/her to look both left and right to check for oncoming traffic before stepping from in front of the bus to cross the street.
9. Encourage your child to come directly home from the bus stop at the end of his school day.

We hope this information will be helpful to you and to your child.

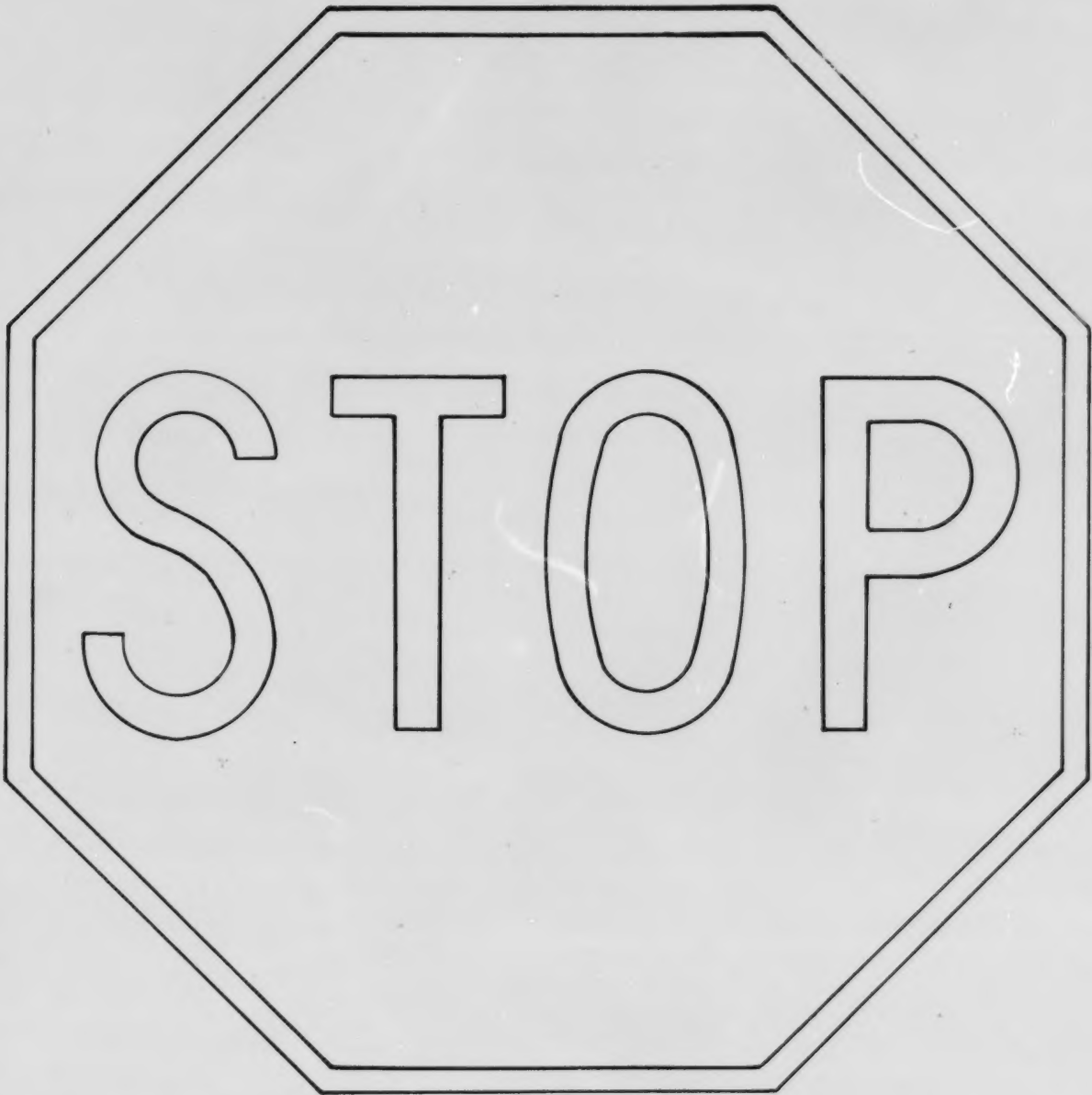
Sincerely,

Principal or Teacher

TRAFFIC SIGNAL



STOP SIGN



Color the sign red, leaving the letters and the border white.

SCHOOL CROSSWALK



PEDESTRIAN SIGNAL



PASSENGER SAFETY – KINDERGARTEN AND FIRST GRADE

LESSON THREE

"BOARDING THE SCHOOL BUS"

OBJECTIVE THREE

Given a situation in which a simulated bus is used, the student will demonstrate the proper actions when boarding the bus and taking a seat.

KEY POINTS

In order to board the school bus safely, students should:

1. Wait until the bus comes to a full stop, and the door has opened, before moving toward the bus.
2. Use the handrail.
3. Enter the bus one at a time.
4. Greet the bus driver cheerfully.
5. Refrain from pushing or shoving.
6. Take their seats immediately.

MATERIALS NEEDED

The pictures accompanying this lesson (plus any others you have collected). (Activity 2)

A large box, steps and chairs for simulated bus, optional. (Activity 3)

"The Bus" lyrics attached to this lesson. (Activity 6)

Enough copies of the picture of children boarding the bus for students to color, or drawing paper. (Activity 7)

SUGGESTED ACTIVITIES

*Use of all activities is NOT required.
Additions and modifications are encouraged.*

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Teach students the "FIVE SAFETY RULES FOR BOARDING THE BUS." Have them hold their hands in a fist and open their hands one finger at a time as you read the rules.
 - (1) Be on time. Watch the clock.
 - (2) Wait at a safe place on the block.
 - (3) Line up single file to board the bus.
 - (4) Do not shove and do not fuss.
 - (5) Use the handrail. That's the last rule for getting on the school bus to school.
2. Show the picture "BOARDING THE BUS." Ask the questions on the back, and discuss the answers, keeping the KEY POINTS in mind.
3. Ask the children to describe and act out what might happen if:
 - a. They moved close to the bus before it stopped.
 - b. They stood close to the door of the bus before it opened.
 - c. They crowded onto the steps of the bus all at once.*
 - d. They didn't use the handrail.*
 - e. They pushed and shoved as they entered the bus.*
 - f. They ran down the bus aisle.
 - g. They did not sit down right away.

*You may wish to set up some steps for these situations, or use the simulated bus from Lesson 2.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Use the simulated school bus your class made (Directions, Lesson 2) in order for students to practice the proper bus boarding procedures, in groups of three or four. Or set up a simulated bus loading area (see Assessment Procedure) for practice in groups of three or four.

5. Teach students the poem "Watch the Steps."

Watch the Steps

*The school bus steps are sometimes slick,
You can lose your balance really quick.
So play it safe and take it slow,
Or when you step UP, DOWN you will go!*

6. Teach students the song "The Bus," in *Singing On Our Way* and *The Magic of Music, Book 2*, Ginn and Company. Additional lyrics are included in this lesson. Have children use hand and arm motions.
7. Have the students color the picture of children boarding the bus, or have them draw and color their own "Boarding the Bus" picture. Encourage the students to take the picture home and discuss bus safety with their parents.

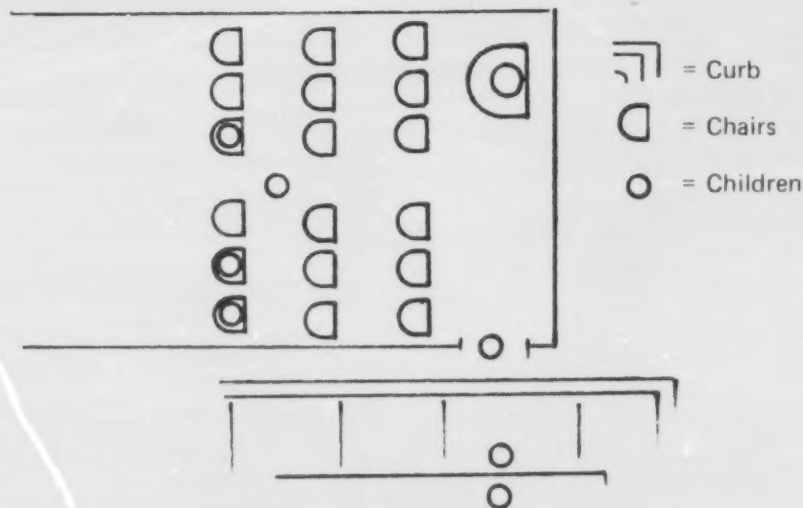
SUMMARY

Review the KEY POINTS of this lesson. Ask one or more students to TALK-WALK through the bus boarding procedure.

Lesson Seven, "The School Bus and Driver Visit," provides for a review of proper school bus riding procedures, the Key Points of Lessons 2 through 6, using a school bus for demonstration. We highly recommend that a school bus be brought to the school after these lessons have been taught.

ASSESSMENT PROCEDURE (OPTIONAL)

Set up a simulated bus area in the classroom. Use masking tape or chalk for the curb. For the bus simulation, place chairs in double rows, leaving an aisle. (Diagram below.) If you have an outside door in your classroom, you may want to use it as the bus door in this simulation. Have each student demonstrate the proper way of boarding the school bus and taking a seat. Complete the assessment checklist and give help where needed.



THE BUS
(added lyrics)

The wheels on the bus go round and round,
round and round, round and round,
The wheels on the bus
Go round and round — all through the town.

(children's arms make circular motions)

The horn on the bus goes toot, toot, toot.
Toot, toot, toot — toot, toot, toot,
The horn on the bus goes
Toot, toot, toot — when someone forgets the rules.

(children make horn noise)

The wipers on the bus, go swish, swish, swish,
swish, swish, swish, swish, swish, swish.
The wipers on the bus
Go swish, swish, swish, every rainy day.

(children hold elbow of one arm, while it moves back and forth)

The children on the corners wait for it
— Wait for it — wait for it.
The children on the corners
Wait for it — to take them to school each day.

(stand)

They climb on the bus, one by one,
One by one, one by one.
They climb on the bus,
One by one, holding on to the hand rail.

(pretend to step up)

The driver on the bus says, "Please sit down.
Please sit down, please sit down."
The driver on the bus says
"Please sit down, until we get to school."

(driver)

The children on the bus sit quietly,
quietly, quietly.
The children on the bus sit quietly
Until it comes to a stop.

(children sit back in seats)

The bus is stopped before they leave their seats,
Leave their seats, leave their seats.
The bus is stopped before they leave their seats,
To get off or on.

(children pretend to pull on the brake)

The sign on the bus says, STOP—STOP—STOP,
STOP—STOP—STOP, STOP—STOP—STOP
The sign on the bus says
STOP whenever the children get off or on.

(motion "Stop" with hands)

The children get off and go to their rooms
Go to their rooms, go to their rooms
The children get off and go to their rooms
After they leave the bus.

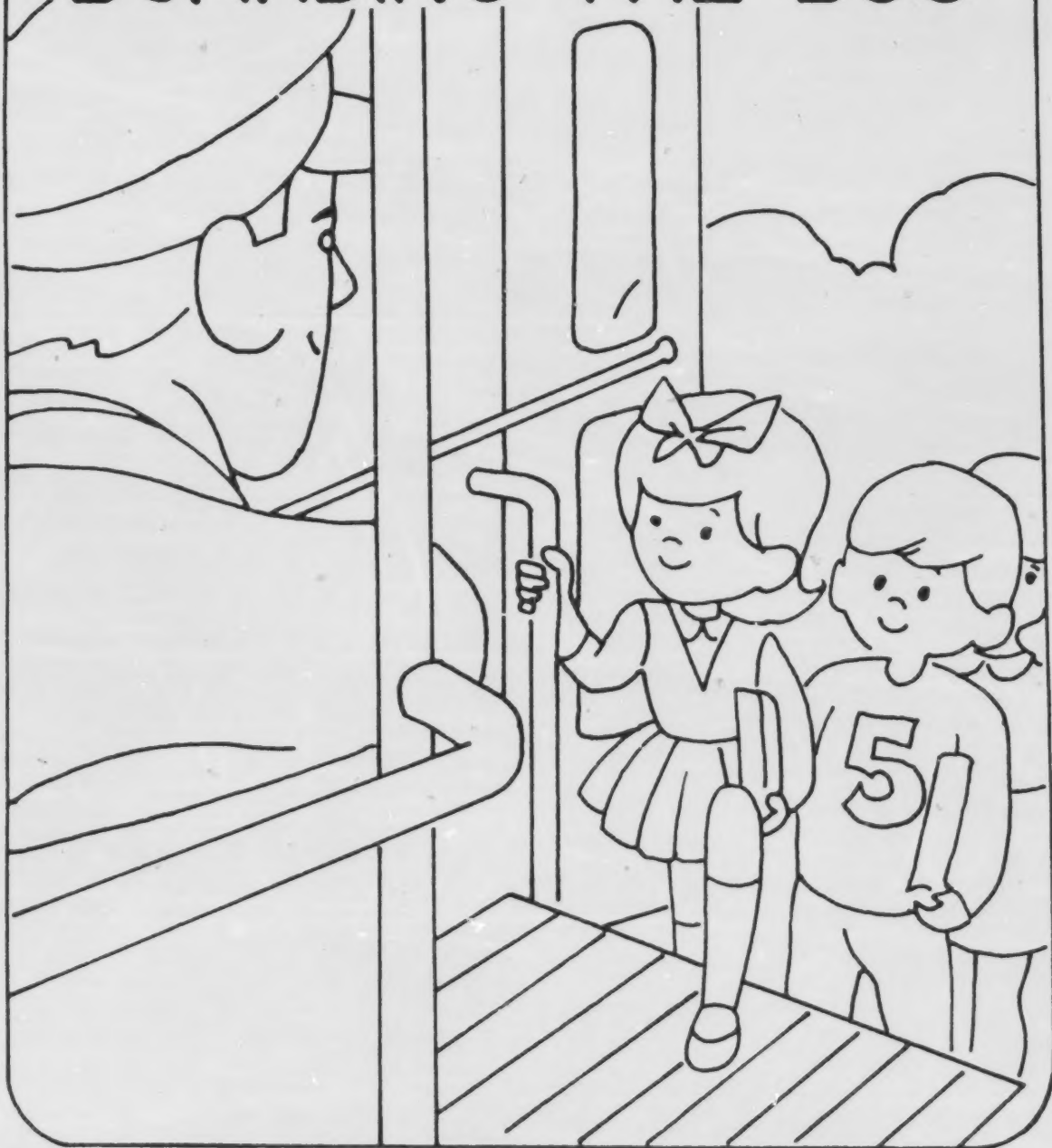
(walking motion)

This can go on and on with other verses to teach the safety rules and procedures . . . (The tune, "Here We Go 'Round the Mulberry Bush" may be substituted.)



BOARDING THE BUS

BOARDING THE BUS



We get on the bus in single file without crowding and pushing.
We always hold on to the handrail.

BOARDING THE BUS

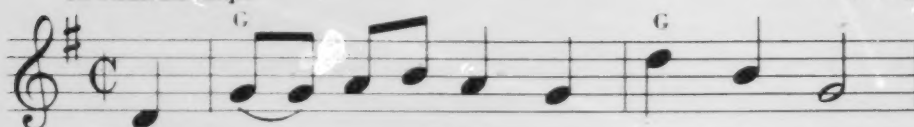
1. What rule are the children in the picture following when boarding the school bus?
2. How many children should board the bus at one time?
3. Why is it important to board the bus in single file?
4. If someone is boarding the bus in front of you, when should you start to board it?
5. What could happen if someone started to push and shove to get on the bus?
6. Why should you use the hand rails when entering the bus?
7. Who should be allowed to get on the bus first? (smaller children?)
8. Why should the younger children get on the bus first?



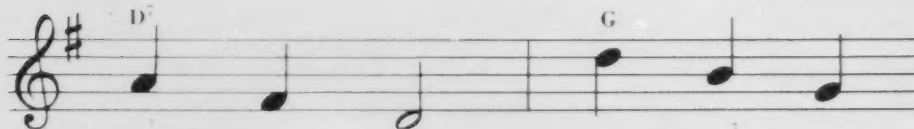
The Bus

In moderate tempo

Play Song



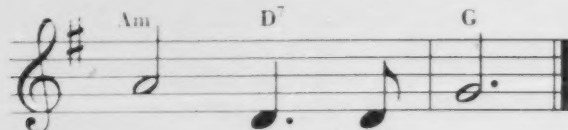
1. The people on the bus go up and down,
2. The wheels on the bus go round and round,



Up and down, up and down.
Round and round, round and round.



The people on the bus go up and down,
The wheels on the bus go round and round,



All through the town.
All through the town.

3. The horn on the bus goes too, too, too, etc.
4. The money in the box goes ding, ding, ding, etc.
5. The wiper on the glass goes swish, swish, swish, etc.

From *Singing On Our Way* of OUR SINGING WORLD series, Copyright, 1959, 1957, 1949, by Ginn and Company (Xerox Corporation). Used with permission.

PASSENGER SAFETY – KINDERGARTEN AND FIRST GRADE

LESSON FOUR

"RIDING THE SCHOOL BUS"

OBJECTIVE FOUR

Given a simulated school bus, the student will describe or demonstrate the proper actions while riding the bus.

KEY POINTS

While riding the school bus, students should:

1. Stay seated. Sit quietly.
2. Talk quietly. Refrain from making noise that will disturb the bus driver.
3. Keep objects out of the aisle. Sit up straight. Place books under the seat or on your lap.
4. Refrain from throwing objects around on the bus.
5. Keep heads and arms inside the bus and away from the windows.
6. Know the local rules and procedures for the school bus rider.

MATERIALS NEEDED

One small wagon and tall wooden or plastic blocks, approximately 12 inches tall, for demonstration purposes. Picture included with lesson. (Activity 1)

Enough copies of the "Rules for School Bus Safety" or local rules and procedures for each student, transparency optional. (Activity 3)

Simulated school bus or classroom bus. Directions, Lesson 2. (Activity 5)

"The Happy Bus" (Activity 8) and Mexican songs are in:

Sing A Song of People. c. 1973.
by Roberta McLaughlin and Lucille Wood
Bowmar Publishing Company
Glendale, CA 91201

SUGGESTED ACTIVITIES

*Use of all activities is NOT required.
Additions and modifications are encouraged.*

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Have the children stand three or four tall blocks on end in a small wagon. Have one child pull the wagon suddenly. Ask students to note that the blocks fell backward. Set the blocks up the same way and ask a child to pull the wagon and stop it suddenly.

The children will note that the blocks have fallen forward. Have one child pull the wagon in a fast curve (start slowly) so as to make the blocks fall to the side (to show centrifugal force). Discuss what happens to passengers when the car or bus they are in stops, starts, or turns suddenly, and they are not sitting properly or are standing up. The teacher may want to ask the following questions while showing the picture "PROPER SEATING ON THE BUS":

- a. Is it important to remain seated at all times until the bus has completely stopped? Why?
 - b. What could happen to someone who stands up on the bus if the driver turns a corner? Why?
 - c. What could happen to someone who stands up on the bus if the driver must stop suddenly?
 - d. What could happen to someone kneeling on a seat facing backwards if the bus stopped suddenly? Why?
 - e. Should the girl be standing at the back of the bus? (No. There are empty seats. She should sit down.)
2. Teach students the poem and finger game "Riding."

Riding

FIVE LITTLE CHILDREN SITTING ON A BUS.

(Raise left hand with fingers curled in a fist.)

THE FIRST CHILD SAID, "STAYING SEATED IS A MUST."

(Raise the little finger on the left hand.)

THE SECOND CHILD SAID, "UNDER YOUR SEAT BUNDLES SHOULD GO."

(Raise the next finger.)

THE THIRD CHILD SAID, "HANDS ARE KEPT INSIDE THE WINDOW."

(Raise the next finger.)

THE FOURTH CHILD SAID, "ON THE BUS DON'T YELL OR SHOUT."

(Raise the next finger.)

THE FIFTH CHILD SAID, "DON'T THROW THINGS ALL ABOUT."

(Raise the thumb.)

THEN THEY WENT RIDING ON THEIR BUS ROUTE.

(Move hand in a circular motion.)

3. Make a copy of the "Rules for School Bus Safety," for each student, and a transparency. Review each of the rules, asking why this particular rule is needed for safe riding. (If you have a copy of the local rules and procedures for the bus rider, review that instead.) Have students take these Safety Rules home to discuss with their parents and to put up at home. Review the "Rules for School Bus Safety," several times during the school year.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Ask several children to describe, and *act out*, what might happen if:
 - a. They were standing when the bus came to a sudden stop, made a sharp turn, or made a quick start.
 - b. They made a lot of noise so that the bus driver couldn't hear anything other than the noise they were making.
 - c. They left their books in the aisle.
 - d. They threw things around the bus.
 - e. They put their heads or arms out of the bus windows.
5. Use the school bus your class made (Directions, Lesson 2) in order for students to practice the proper bus riding procedures. Or use a simulated situation with chairs in rows (shown in Assessment Procedure). While the students are practicing riding on the bus you might want to show a movie that shows scenes similar to those the students would see while riding the bus.
6. Ask students to observe the actions of other children on their bus. Then have students discuss how other children on their bus acted (without mentioning names). Have children explain why they think the actions they observed were safe or not, and have them explain why they think so.
7. Give each student a copy of "Connect the Dots" and children riding the bus. Have students color the pictures of children riding the bus and connect the dots on the picture of the child who is seated, adding other children, the driver and any details they wish. They may take these home and explain to their parents how they behave on the bus.
8. Teach students the song "The Happy Bus," in *Sing A Song*, Prentice-Hall, and *Sing A Song Of People*, Bowmar Publishing Corporation. You can add other verses to teach safety rules and procedures.

SUMMARY

Remind the students that while riding the school bus, they should:

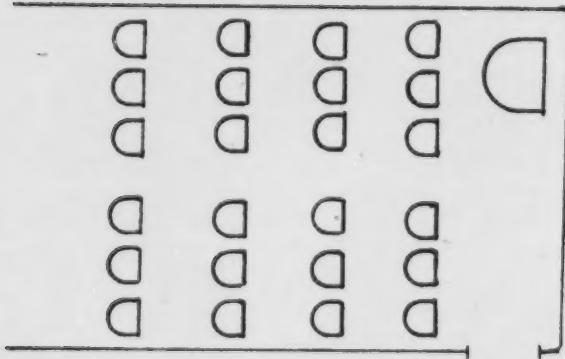
1. Stay seated.
2. Refrain from making noise that will disturb the bus driver.
3. Keep objects out of the aisle.
4. Refrain from throwing objects around on the bus.
5. Keep heads and arms inside the bus.
6. Follow safety rules.

Lesson Seven, "The School Bus and Driver Visit," is highly recommended for a review of proper school bus riding procedures, using a school bus.

ASSESSMENT PROCEDURE (OPTIONAL)

Set up a simulated bus area in your classroom. (Place chairs in double rows leaving an aisle.) Have students describe and demonstrate the proper actions while riding the bus. Complete the assessment checklist and give help where needed.

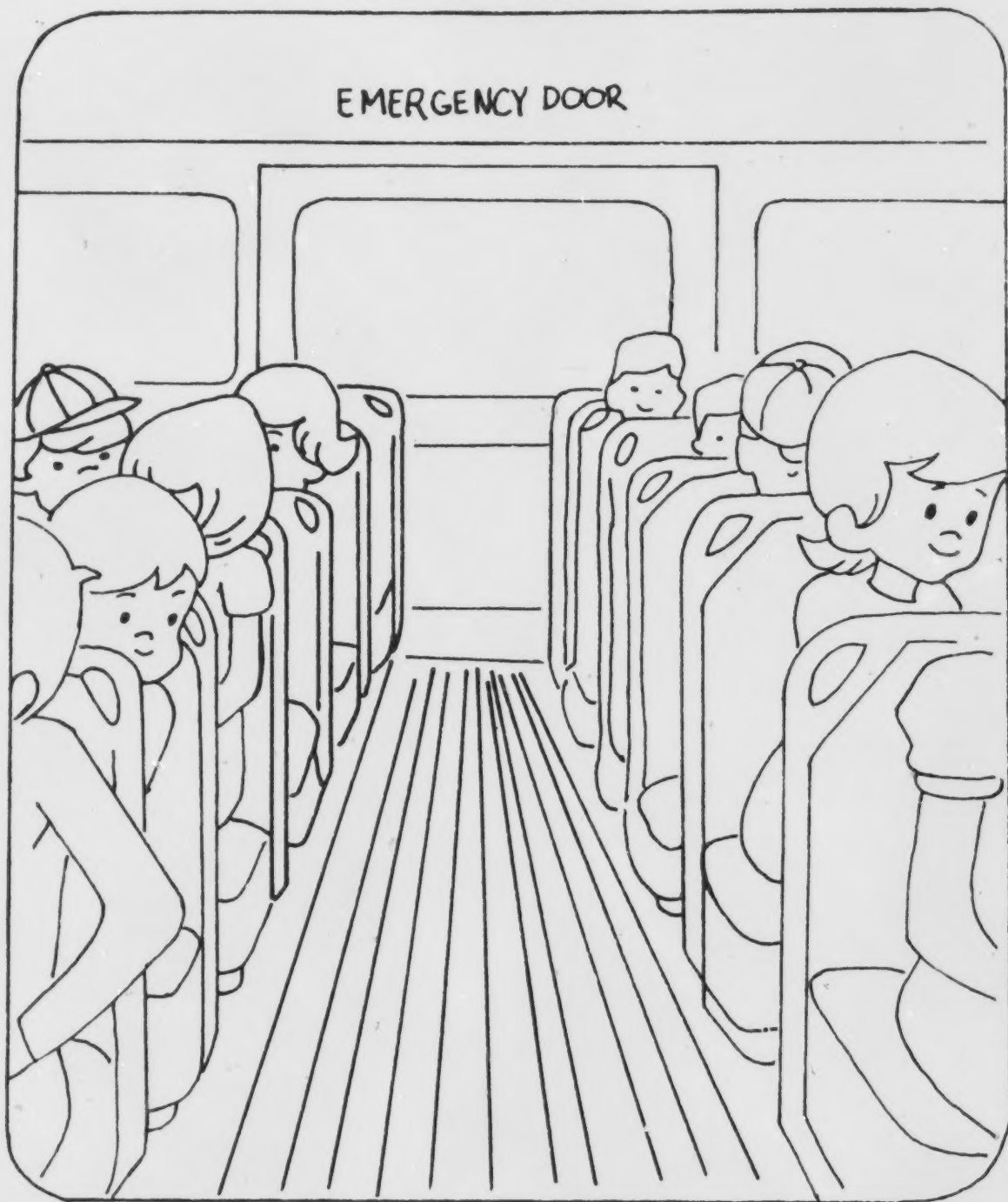
 = Chair



PROPER SEATING



ON THE BUS



We keep the aisle clear of feet, books, lunch boxes, and musical instruments.



RULES FOR SCHOOL BUS SAFETY

PUPILS BEING TRANSPORTED ARE UNDER THE AUTHORITY OF THE BUS DRIVER AND SHALL:

1. BE ON TIME FOR THE BUS BOTH MORNING AND EVENING.
2. STAND A SAFE DISTANCE FROM THE HIGHWAY WHILE WAITING.
3. GET IN LINE AS THE BUS APPROACHES.
4. ALWAYS USE THE STEPS AND HANDRAIL.
5. NEVER CROWD OR PUSH.
6. SIT IN SEATS AS ASSIGNED BY THE DRIVER.
7. TAKE SEATS QUIETLY AND QUICKLY, AND REMAIN SEATED WHILE THE BUS IS IN MOTION.
8. KEEP HANDS, ARMS, HEADS OR OBJECTS INSIDE BUS.
9. NEVER THROW ANYTHING WHILE ON THE BUS.
10. HAVE WRITTEN PERMISSION FROM THE PRINCIPAL TO LEAVE BUS OTHER THAN AT HOME OR SCHOOL.
11. TALK IN NORMAL TONES; NO LOUD OR VULGAR LANGUAGE.
12. KEEP THE BUS CLEAN; NEVER PLACE BOOKS OR OTHER OBJECTS IN AISLE.
13. REFRAIN FROM MARKING, SCRATCHING OR DAMAGING THE BUS IN ANY WAY.
14. DANGEROUS OBJECTS, KNIVES, MATCHES, ETC., ARE PROHIBITED.
15. BE COURTEOUS TO THE DRIVER, TO OTHER PUPILS AND TO PASSERS-BY.
16. REFRAIN FROM TALKING TO THE DRIVER WHILE BUS IS IN MOTION.
17. REMAIN SEATED UNTIL THE BUS COMES TO A FULL STOP.
18. THOSE SITTING CLOSEST TO THE DOOR GET OFF FIRST.
19. MOVE AWAY FROM THE BUS AS SOON AS YOU GET OFF.
20. GO DIRECTLY HOME AT THE END OF THE DAY.

RIDING THE BUS IS A PRIVILEGE. PUPILS WHO REFUSE TO OBEY DIRECTIONS OF THE BUS DRIVER PROMPTLY OR REFUSE TO OBEY REGULATIONS SHALL FORFEIT THEIR RIGHT TO RIDE ON THE BUSES.

Happy Bus

L. W.

L. W.

Brightly

1. A hap - py, hap - py, hap - py lit - tle bus,
2. He winks his blink - ers at the pret - ty cars,
3. He waves his wip - ers at the boys and girls,

Roll - ing, roll - ing, up the street and down.

A hap - py, hap - py, hap - py, lit - tle bus,

Roll, roll, roll - ing through the town.

"The Happy Bus," from *Sing A Song of People* by Roberta McLaughlin and Lucille Wood.
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Glendale, California.

PASSENGER SAFETY – KINDERGARTEN AND FIRST GRADE

LESSON FIVE

"LEAVING THE SCHOOL BUS"

OBJECTIVE FIVE

Given a simulated situation involving leaving the school bus, the student will demonstrate the proper actions upon leaving the bus.

KEY POINTS

When leaving the school bus, students should observe the following safety rules:

1. Wait until the bus stops before leaving your seats.
2. Allow those sitting in front to get off first.
3. Leave only through the front door, go in single file, use the handrail, and don't push or shove.
4. Move away from the bus as soon as you get off.
5. If anything is dropped near or under the bus, notify the driver before trying to pick it up. (Be sure to explain why.)
6. If crossing the street is necessary after getting off the bus: Cross in front of the bus; look in all directions to make sure no traffic is coming, or that traffic which is coming has stopped; look at the bus driver to make sure that he sees you.
7. After getting off the school bus at the end of the day, go directly home.

MATERIALS NEEDED

The pictures that accompany this lesson (plus any you have collected).

One copy of the school bus outline for each child. (Activity 6)

SUGGESTED ACTIVITIES

*Use of all activities is NOT required.
Additions and modifications are encouraged.*

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Teach students one or both of the following poems:

Leaving the Bus

*I wait until the bus stops before I leave my seat,
I let those in front off first, and then I repeat
The rules I used for getting on the bus:
Going in single file, using the handrail,
And not making any fuss.*

After I'm Off the Bus

*After I'm off the bus, away I go.
If I drop something near the bus,
I let the driver know.
I look out for cars and trucks
If I must cross the street.
And I make sure the bus driver
Sees me from his seat.
And when I get off the bus
At the end of the day,
I always make sure to go home right away!*

2. Show the pictures "LEAVING THE BUS" and "CROSSING IN FRONT OF THE SCHOOL BUS." Ask the discussion questions on the back of each picture.
3. Ask the students to act out, or describe, what might happen if they:
 - a. Got up to leave before the bus stopped.
 - b. Didn't let the people in the front of the bus get off first.
 - c. Didn't use the handrail as they walked down the bus steps.
 - d. Pushed and shoved as they walked down the bus steps.
 - e. Stayed close to the bus after getting off.
 - f. Tried to pick up something near or under the bus without first telling the driver.
 - g. Crossed the street without looking for traffic.
 - h. Crossed the street without looking at the bus driver.
 - i. Didn't go directly home after getting off the bus.

4. Have students demonstrate the proper procedures for leaving the bus. Use the classroom bus your class constructed (Directions, Lesson 2). Or use the simulated bus shown in Assessment Procedure.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

5. Give each student a copy of the picture of children leaving the bus, to color. Or have them draw their own picture of children leaving the bus.
6. Use the outline picture of the school bus and have the students draw in pictures of children using the proper procedures for leaving the bus.
7. Have the children sing the bus song they have learned. Students may help make additional verses about getting off the bus.

Arrange to have a school bus parked in the school parking lot for a demonstration, with a regular bus driver, if available. Have the students practice leaving the bus in the proper manner. Lesson Seven, "The School Bus and Driver Visit," is highly recommended for review.

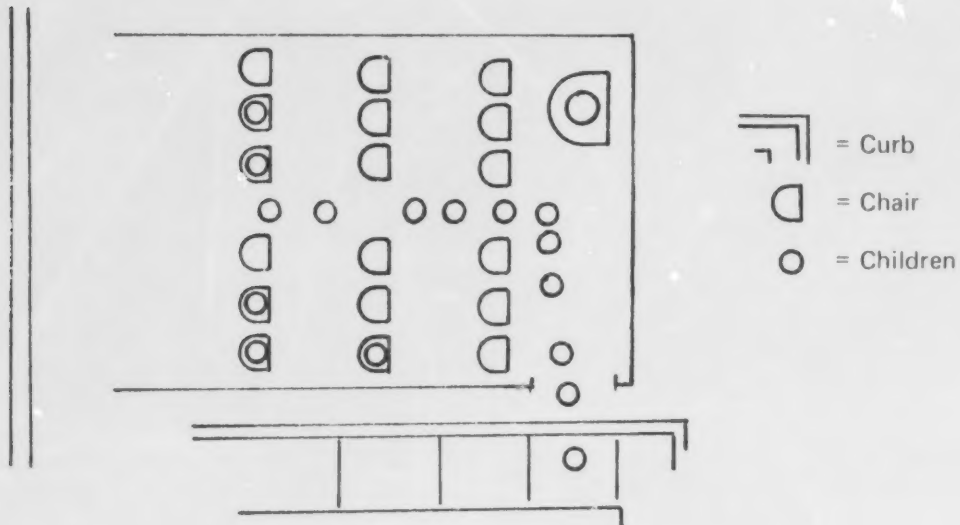
SUMMARY

Remind the students that when leaving the school bus they should follow these safety rules:

1. Wait until the bus stops before leaving your seat.
2. Let those sitting in front of the bus get off first.
3. Leave only through the front, go in single file, use the handrail, don't push or shove.
4. Move away from the bus as soon as you get off.
5. If you drop anything near or under the bus, notify the driver before trying to pick it up.
6. If you have to cross the street after getting off the bus, cross in front of the bus. Look in all directions to make sure no traffic is coming, and look at the bus driver to make sure that he sees you.
7. After you get off the bus at the end of the day, go directly home.

ASSESSMENT PROCEDURE (OPTIONAL)

Set up a simulated school bus and unloading area in your classroom. Place chairs in double rows with an aisle between. Have students demonstrate the proper actions to take upon leaving the bus. Complete the assessment checklist and give help where needed. (Diagram below)





LEAVING THE BUS

LEAVING THE BUS

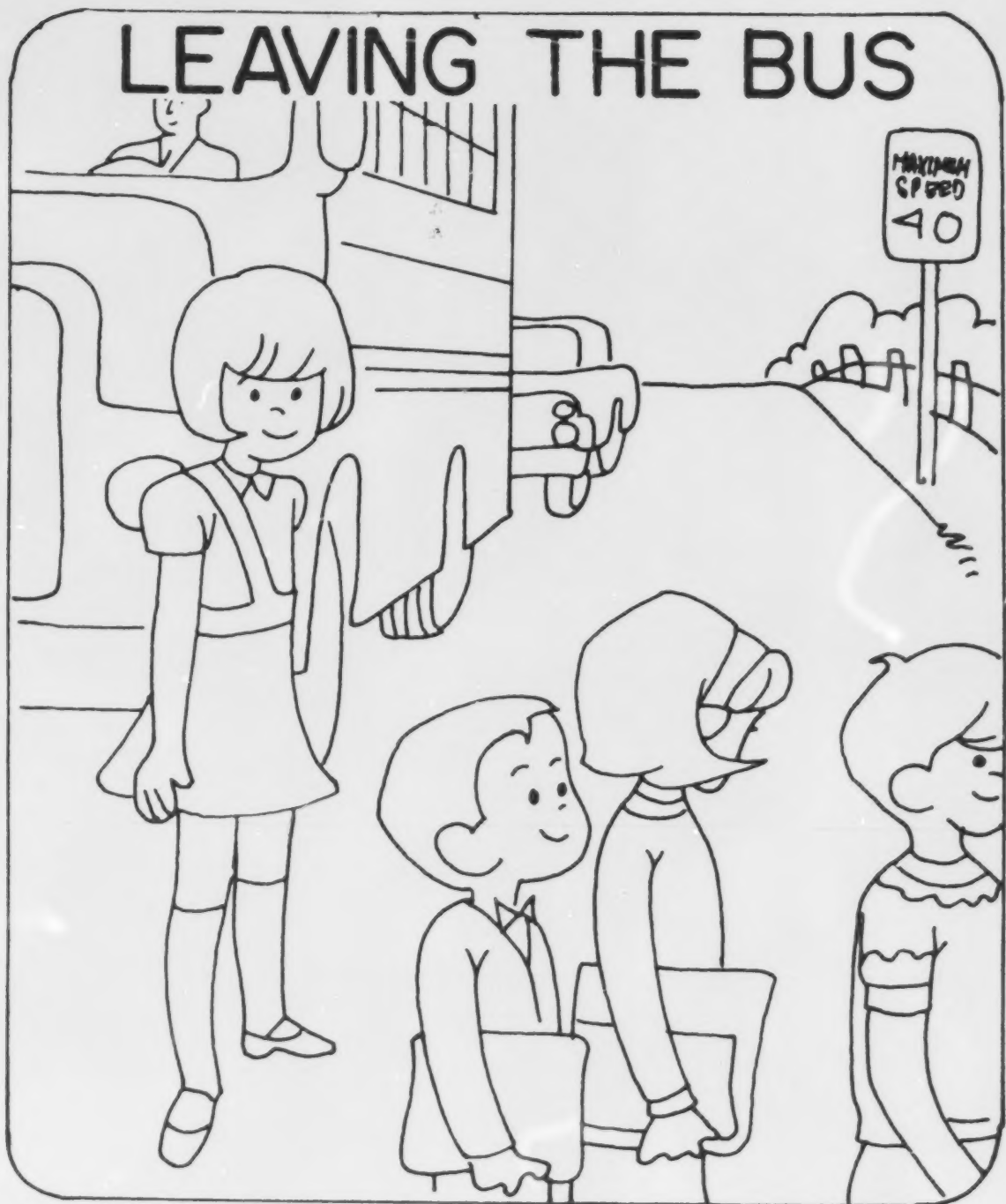
1. When is it safe for you to stand up to get off the bus?
2. Why is it dangerous to stand up before the bus comes to a stop?
3. How should you behave when getting off the bus?
4. If someone is in front of you, when do you start to go down the steps of the bus?
5. What might happen if someone pushes to get off the bus?
6. Why do you think more accidents occur on the bus trip home than on the way to school?
7. What precautions should you take in leaving the bus?
8. If you have to cross the street after leaving the bus, what signal should you wait for?
9. What other things should you remember before crossing the street?

CROSSING IN FRONT OF THE SCHOOL BUS SCHOOL BUS



CROSSING IN FRONT OF THE SCHOOL BUS

1. Why is the little girl crossing so far in front of the bus? (The driver will see her.)
2. Before she started to cross in front of the bus, what should she have remembered to do? (Check for traffic, make sure the driver sees her)
3. Why is she crossing in front of the bus, instead of in back of it? (Bus driver can see her.)
4. Why couldn't the bus driver see you if you crossed directly in front of the bus?
5. What is a blind spot? (A place that you can't see.)
6. Where are blind spots located in relation to a school bus?
7. What can you do to avoid being hidden from the driver's vision? (Go far enough ahead of the bus.)
8. When the little girl reaches the point where the "X" is in the picture, what should she do? (Stop, and look to be sure no traffic is coming.)
9. Do cars always stop when they see the flashing red lights? (No. Sometimes drivers disobey the laws, are careless, or don't react to flashing lights the correct way.)



We are very careful when we leave the bus. We look both ways before we cross the road. If there are school bus safety patrols we obey them.



PASSENGER SAFETY – KINDERGARTEN AND FIRST GRADE

LESSON SIX

"EMERGENCY PROCEDURES ON THE BUS"

OBJECTIVE SIX

Given a simulated emergency situation on a school bus, the student will demonstrate the proper emergency procedures.

KEY POINTS

1. An emergency on the school bus is any time the person in charge announces that something has gone wrong. Students often must leave through the emergency door in the back of the bus.
2. In an emergency situation, students should:
 - a. Sit quietly and wait for instructions.
 - b. Follow instructions of the bus driver or the person in charge (a policeman, fireman, etc.).
 - c. Locate the emergency door and other exits (windows, door).
 - d. Let those closest to the exit go first.
 - e. Once outside the bus, move off the road and away from the bus.
 - f. Cooperate. Help others.

MATERIALS NEEDED

The pictures that accompany this lesson (plus those you may have collected).

A tape recorder, optional. (Activities 4 and 5)

SUGGESTED ACTIVITIES

*Use of all activities is NOT required.
Additions and modifications are encouraged.*

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Explain to the students that an *emergency* on the school bus is anytime the bus driver, or the person in charge, announces that something has gone wrong. The emergency door in the back of the bus must be used. (Show the picture "BUS EMERGENCY"). Discuss examples of emergencies with the class, such as: a fire, an accident, or the driver gets sick.
2. Discuss with the students the procedures they should follow in each situation while showing the pictures:
 - a. Remain in your seats until instructions are given, and stay very quiet so you can hear what the instructions are. Why is this a good rule? (Show pictures of the students sitting in seats.)
 - b. If instructions are given to get off the bus, using the Emergency Door, file out the back door one at a time, starting with the students seated close to the Emergency Door. (Show pictures of students exiting out the rear emergency escape door).
 - c. Explain to the students that the door in the back of the bus is called the "Emergency Door." The emergency door should only be opened when directed by the bus driver or other person in charge. Show picture of Emergency Door from the inside and ask the questions on the back of the picture.
 - d. Stress that students should move away from the bus and off the road after exiting.
3. Using a simulated "bus" (chairs arranged in bus fashion, etc., as shown in Assessment procedure), have several students demonstrate the proper actions to take in an emergency while you read the procedures to follow (in KEY POINTS). Then have the students make and practice their own "emergency situations."

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Have the students make up a story about a school bus and an emergency. The first child may tell about the bus starting out in the morning and who drives it. Details of picking up the children and riding along may be added. When the emergency segment begins, encourage students to give details on what the bus driver tells the children and how they act in an emergency situation. Try to have the last child complete the last segment of the story. Recording the story on tape adds interest.
5. Arrange chairs to resemble the school bus seating pattern. Select one student to be the bus driver. The others pretend to be passengers. Creative dramatics can be used to act out the details of the class story of a school bus and an emergency (Activity 4). This may be recorded.

6. Have children make up additional verses about emergency exits and behavior and add them to the bus song they have learned.

Examples of added verses to "The Bus":

*The emergency exits I can find,
I can find, I can find,
The emergency exits I can find
When the driver says "leave."*

*Those closest to the exit should go first,
Should go first, should go first.
Those closest to the exit should go first
As they leave the bus.*

7. Invite the bus driver into your classroom to explain why it is important to know the emergency evacuation plan, and to answer student questions. (See Lesson Seven)

Lesson Seven, "The School Bus and Driver Visit," is highly recommended after Passenger Lessons 2-6. Arrange to have a school bus available in your parking lot so you can take your students outside to the actual bus to practice the "KEY POINTS" on bus evacuation. Have the bus driver conduct the actual training program. (You may want to combine Lessons 6 and 7. However, be sure to walk students through emergency procedures before the bus and driver visit.)

SUMMARY

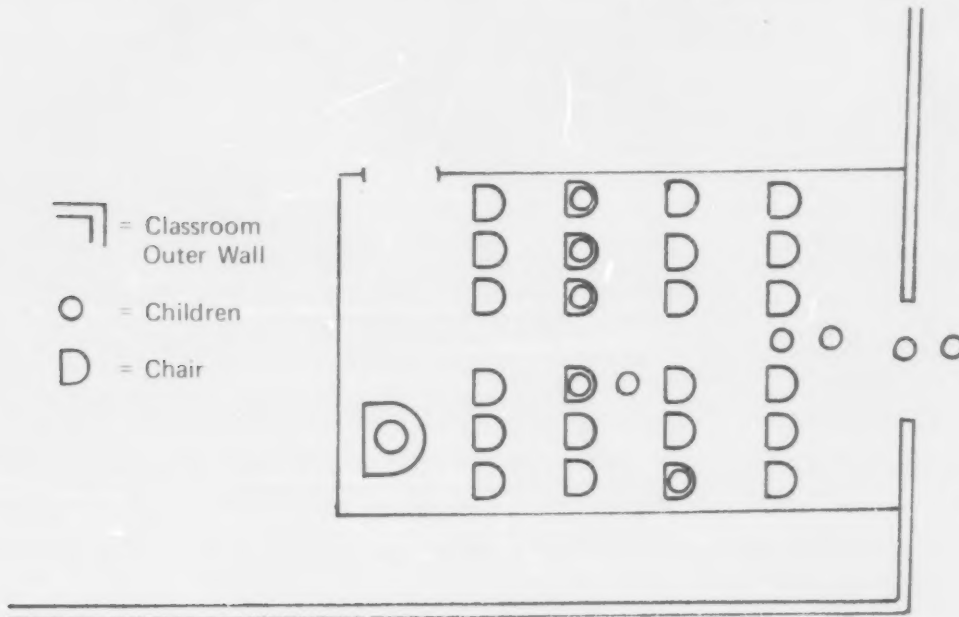
Take one or two students through the correct emergency procedures, using the following instructions:

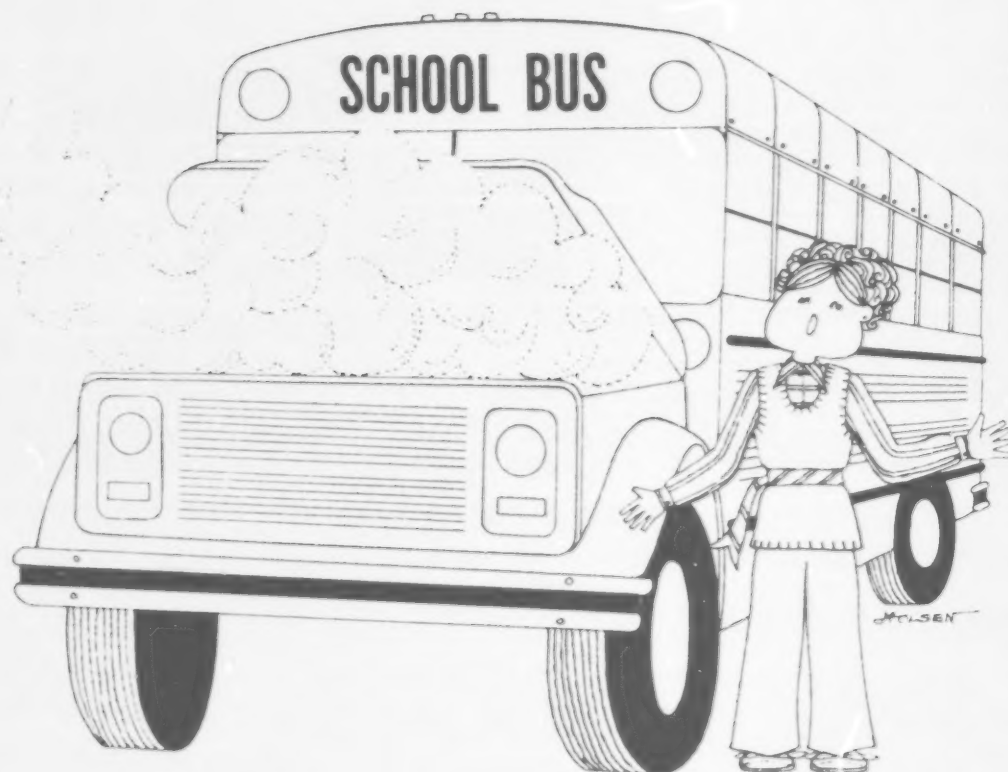
- a. Locate the emergency door.
- b. Sit quietly and wait for instructions.
- c. Follow instructions of the bus driver or the person in charge (a policeman, fireman, etc.).
- d. Let those closest to the exit go first.
- e. Once outside the bus, move off the road and away from the bus.

Emergency procedures should be reviewed when the school bus and driver visit your school (Lesson Seven).

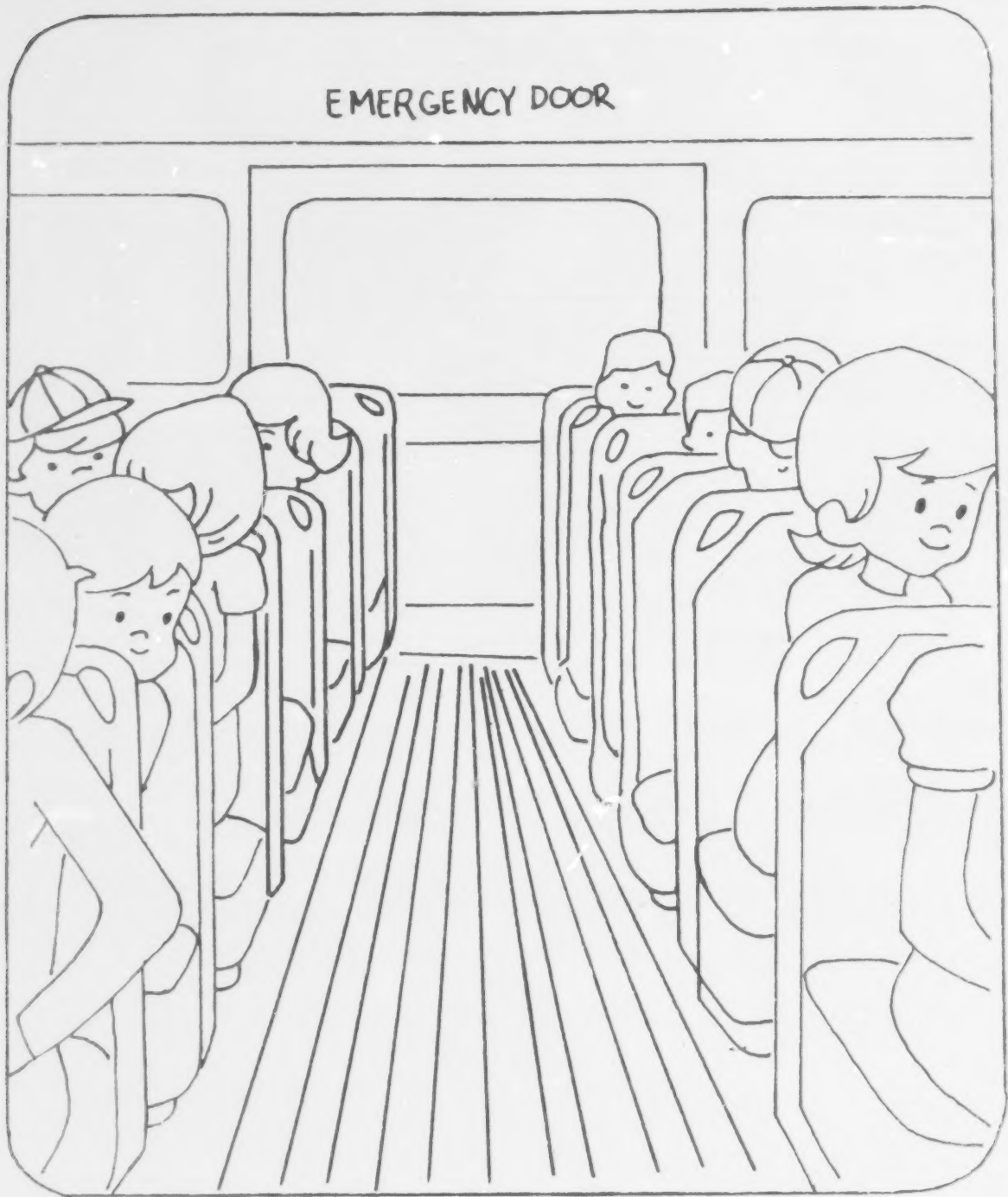
ASSESSMENT PROCEDURE (OPTIONAL)

Set up a simulated bus in the classroom. Place chairs in double rows leaving an aisle for students to walk down. If you have an outside door in your classroom, you can use this as the emergency door of the bus. Explain to the students that there has been an accident and that you want them to exit the bus by the emergency door, following correct safety rules. Complete the assessment checklist and give help where needed.

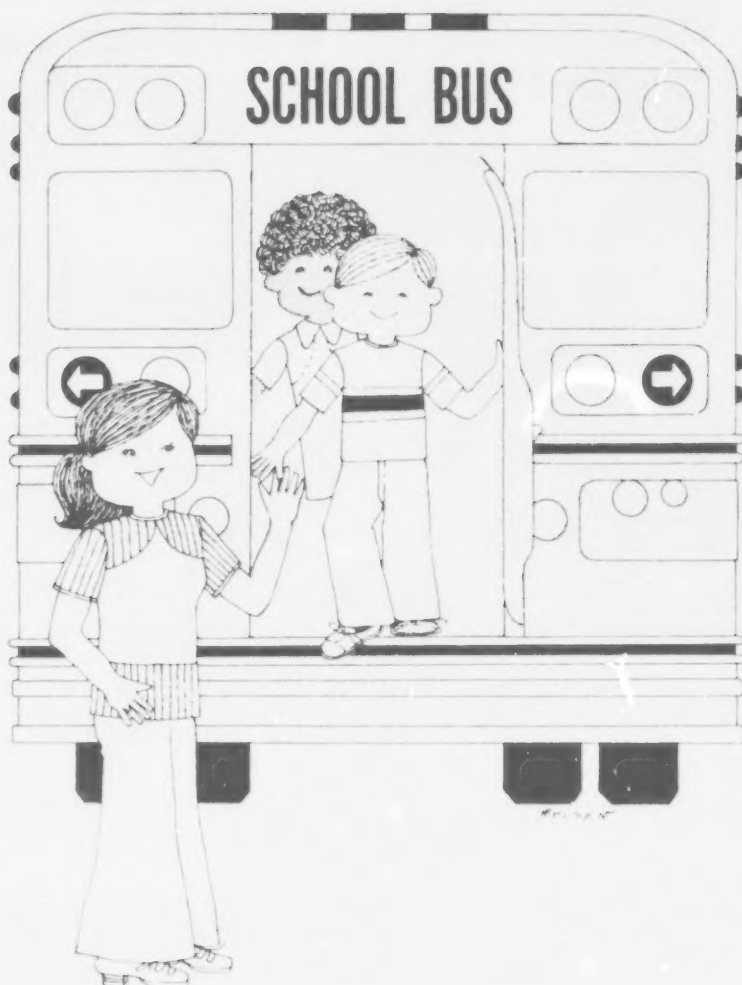


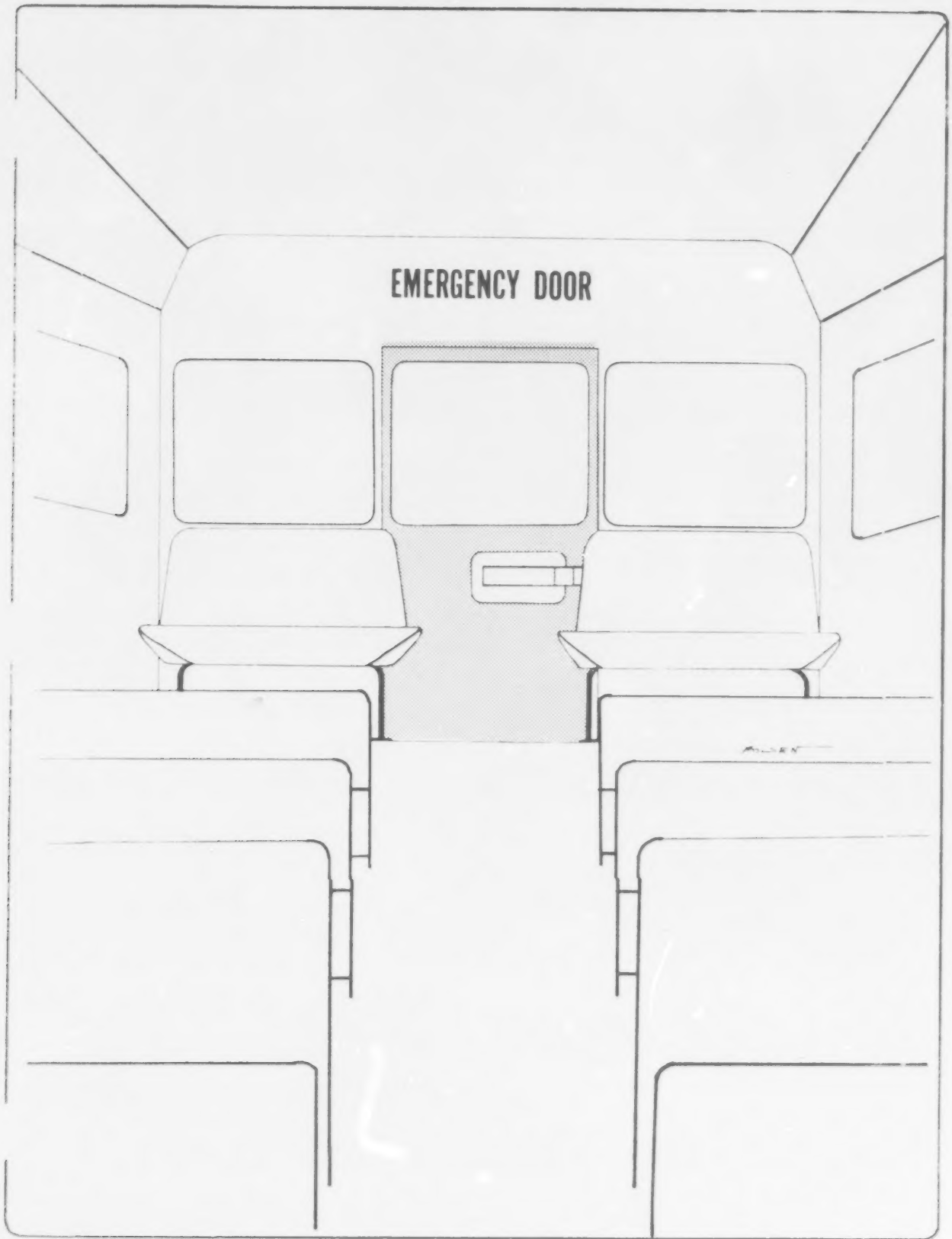


BUS EMERGENCY



We keep the aisle clear of feet, books, lunch boxes, and musical instruments.





EMERGENCY EXITS

1. Where is the emergency door located on the school bus?
2. When and Why is the emergency door used?
3. Who operates the door?
4. Why do you have to be very careful when leaving the bus through the emergency door?
5. How could your exit be made safer?
6. Why should older children be seated near the emergency door?
7. Who should leave the bus first when using the emergency door?
8. How should you act during an emergency situation?
(Key Points)
9. Where should you stand after leaving the bus?
10. Why is where you stand after leaving the bus important?
11. Why is it important to not fool around or push while leaving the bus and while standing away from the bus?

PASSENGER SAFETY — KINDERGARTEN AND FIRST GRADE

LESSON SEVEN

"THE SCHOOL BUS AND DRIVER VISIT"

OBJECTIVE SEVEN

Given a situation where a school bus and driver visit the school, the student will demonstrate proper procedures for: waiting for, boarding, riding and leaving the bus in normal and emergency situations.

KEY POINTS

1. Students should know and be able to demonstrate the normal and emergency procedures for bus riders.
2. School bus passengers must respect, obey and be courteous to the driver so he can concentrate on driving the bus properly.
3. Procedures school bus riders should follow:
 - a. At the Bus Stop:
 - (1) Line up in a straight line, staying back approximately four feet from the curb.
 - (2) Wait until the bus comes to a full stop and the door has opened before moving toward the bus.
 - (3) Enter the bus one at a time and use the handrail to prevent falling.
 - (4) Refrain from pushing or shoving.
 - (5) Sit down quickly after you get on.
 - b. Riding the Bus:
 - (1) Stay seated. Sit quietly.
 - (2) Talk quietly. Refrain from making noise that will disturb the bus driver.
 - (3) Keep objects out of the aisle. Sit up straight. Place books or other articles under the seat or on your lap.

- (4) Refrain from throwing objects on the bus.
 - (5) Keep heads and arms inside the bus and away from the windows.
- c. Leaving the Bus:
- (1) Wait until the bus stops before standing up to leave your seat.
 - (2) Allow those sitting in front to get off first.
 - (3) When exiting the bus, go in single file, use the handrail, and don't push or shove.
 - (4) Move away from the bus as soon as you get off.
- d. School Bus Emergency:
- (1) Locate the emergency door. Wait for instructions.
 - (2) Let those closest to the exit go first, without crowding or pushing.
 - (3) To keep hands free, leave all belongings on the bus.
 - (4) Once outside, move away from the bus so others can get out.

Students must accept the responsibility for obeying the rules, or they will not be allowed to ride the bus.

MATERIALS NEEDED

Contact the school district transportation department to arrange to have a bus driver visit your class and bring a school bus for instruction and demonstration purposes.

Make transparencies of the pictures accompanying this lesson, or laminate the pictures. Provide the bus driver with the pictures and suggested narration prior to his visit. He may use them with his presentation, and return them for future use. (Note that the suggested narration is on the back of each picture.)

Additional Resource Material

"How Do You Go To School?" A School Bus Safety Program. Program consists of: 18-card flip chart and guide for the visiting bus driver, classroom study prints, filmstrip and cassette tape, teacher's manual, student text, or starter unit (30 texts included).

Free loan from:

Driver & Safety Education Division
Arizona Department of Education
1535 West Jefferson
Phoenix, Arizona 85007
Tel: 602-271-5568

Or, available from:

Kilby Associates
P. O. Box 1113
Pendleton, Oregon 97801
Tel: 503-276-0100

PREPARATION

Two or three weeks prior to the time the driver and bus are needed, contact your local school district transportation department to schedule the bus and driver. Be specific in making the request—day of week, time of day, amount of time available, topic to be covered, and number of students and teachers. Request that the driver report to the office when he arrives.

Familiarize yourself with the materials attached to this lesson. The visiting bus driver should be provided the pictures with narration attached to this lesson, prior to his visit. The pictures or transparencies and narration should be used by the visiting bus driver with his presentation adapted to the attention span and maturity level of his listeners. (Or the Kilby flip chart "What's a Bus" may be used.) Decide mutually on the length of presentation, agreeing to shorten it if students become restless.

Alert the office personnel as to the day and time of arrival so they will be expecting the visiting bus driver. Have the students prepare several thoughtful questions to ask the bus driver.

THE DAY OF THE VISIT

The length of the presentation should be predetermined by the teacher and the visiting bus driver. However, if the group is getting restless, students may be told, "We have time for only two more questions."

SUGGESTED ACTIVITIES

*Use of all activities is NOT required.
Additions and modifications are encouraged.*

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Introduce the visiting bus driver, or have one student introduce him/her, giving some basic information about him. Encourage the visitor to use his own experiences to enrich his presentation. (He may use the pictures and narration attached to this lesson or the flip chart and narration from the "How Do You Go to School?" program titled "What's a Bus?" adapted to the maturity level of your students.) The most emphasis should be focused on the bus driver and the need for correct passenger behavior.

2. Take students to the school bus at the loading zone or school parking lot. Have the visiting bus driver instruct the students in the proper boarding, riding, and exiting procedures. He should call attention to the correct practices or unsafe practices he observed, emphasizing how these promote or endanger passenger safety. Assess the students, and complete the assessment checklist.

(If several classes have coordinated the visit, you may want to have another bus and driver scheduled for the same time.)

3. Have students re-enter the bus, using proper safety procedures. When the students all are seated, ask questions about the bus and the procedures they have just gone over.

Examples:

Can you locate and identify the parts of the bus you have just studied about?

Where is the handrail? — the emergency door? — the driver's seat? etc.

What is the most important thing to do when riding a school bus and there is an emergency? (Allow children to respond. When the correct answer is given, say "Yes" and repeat the answer, "Stay in your seats until you are told to do otherwise.")

Give instructions for leaving the bus. Make sure the students follow proper emergency procedures—letting those nearest the exit go first, no pushing or shoving, and moving away from the bus once they are outside. Walk students through the emergency procedure the first time. Repeat, assess the students, and complete the assessment checklist.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. The following day or week, discuss the bus driver's visit. Discuss the ways a bus driver helps students practice safety rules and ways students can help the bus driver. List the ideas on the board.

Ideas might include:

- He waits for everyone to be seated before he starts the bus.
- He doesn't allow his passengers to move around in the bus while it's in motion.
- If students have to cross the street, he puts on the red flasher lights and he doesn't start the bus until they are safely across.

Ways students help are in Key Points.

5. Have the children copy from the board a simple "thank you" note to the bus driver. They may make illustrations of what they learned. These are sent to the bus driver.
6. Have the children draw pictures of the bus driver and/or his bus, illustrating safe boarding, riding and exiting practices. These illustrations can be made into a book and given to the bus driver.

7. Students may be given copies of the pictures the bus driver showed them. They can make a book and color the pictures.

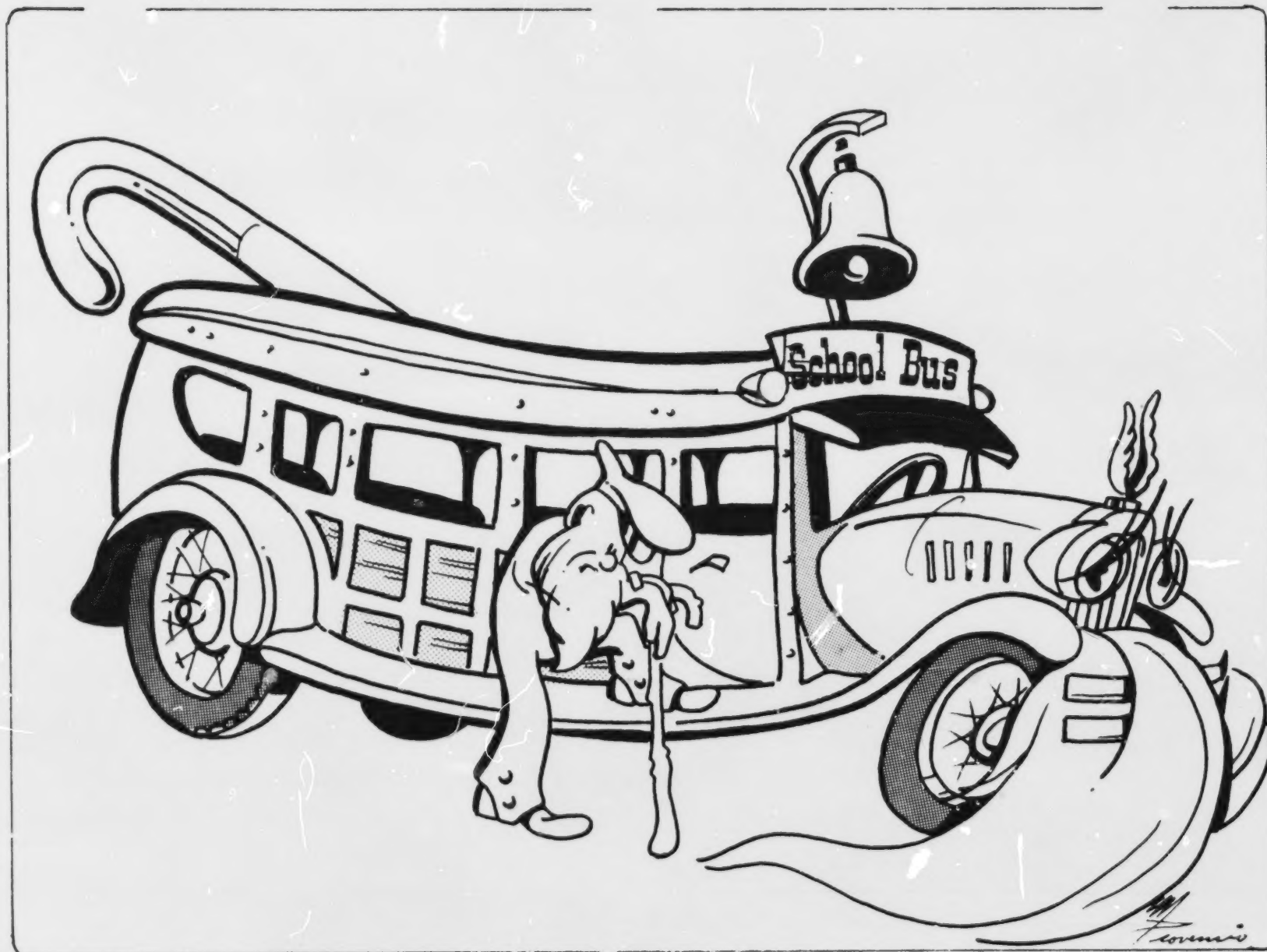
SUMMARY

Remind students that they can help themselves and the bus driver to make riding the school bus more safe and pleasant, and that the bus driver has a responsibility as well as the student. The bus driver must follow certain rules and enforce certain rules in order to get the children to school and home safely. The children must help the driver by obeying the rules so they will not disturb the driver from his very important job of driving the bus safely.

ASSESSMENT PROCEDURE (OPTIONAL)

Assess the students as they are participating in Activities 2 and 3 above. Complete the assessment checklist. Be sure to give remedial help to those needing further instruction.

NOTE: This lesson should be repeated at least once during the school year.

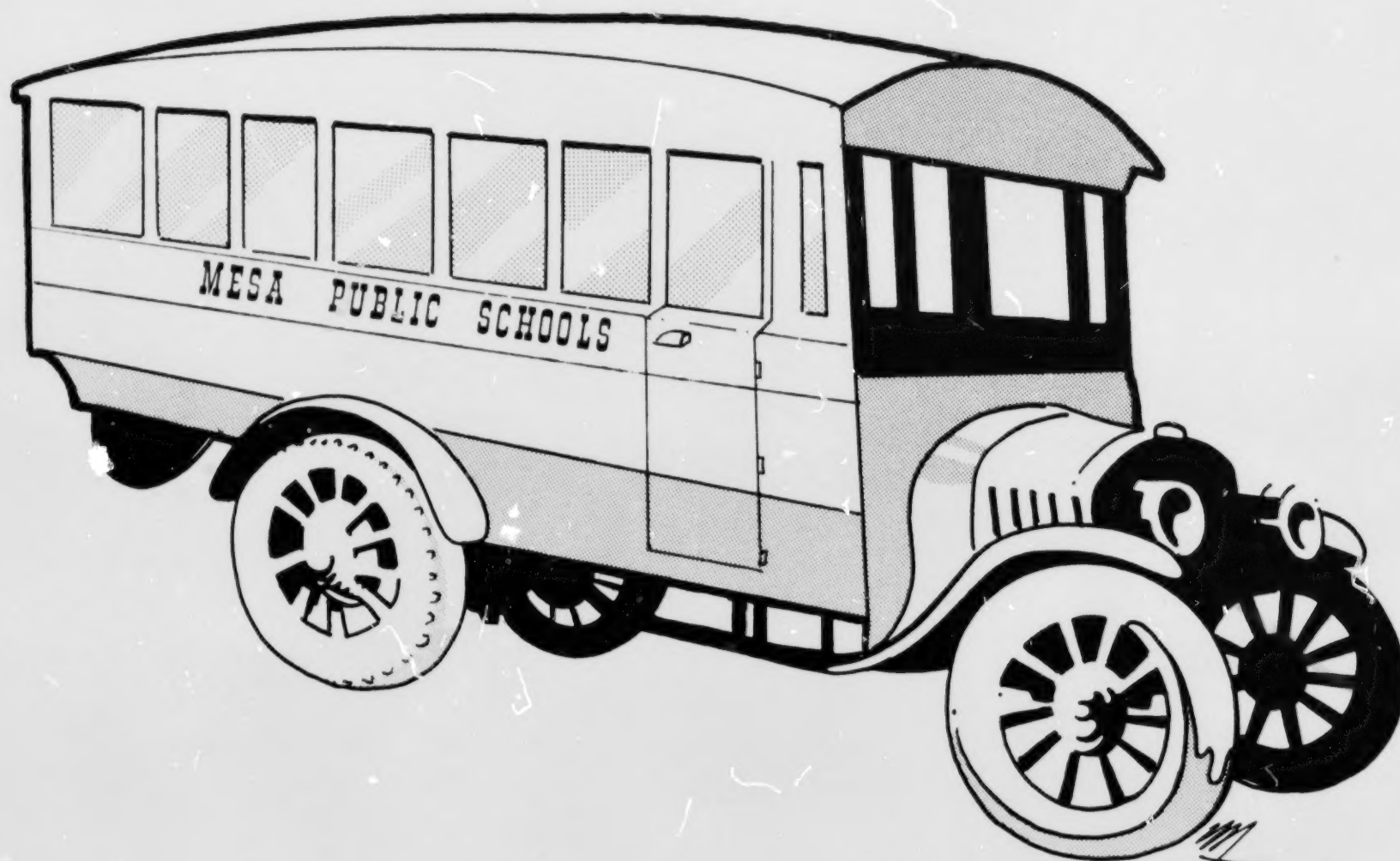


YOUR SCHOOL BUS

(Suggested narration
for the bus driver)

PICTURE ONE

THE GRANDFATHER BUS. Have you ever wondered how long we have had school buses? At first horse drawn wagons took kids to school. The first motor bus was used in 1912. It was called a "school truck." Your grandfather or great-grandfather may have ridden one of these buses.



YOUR SCHOOL BUS

PICTURE TWO

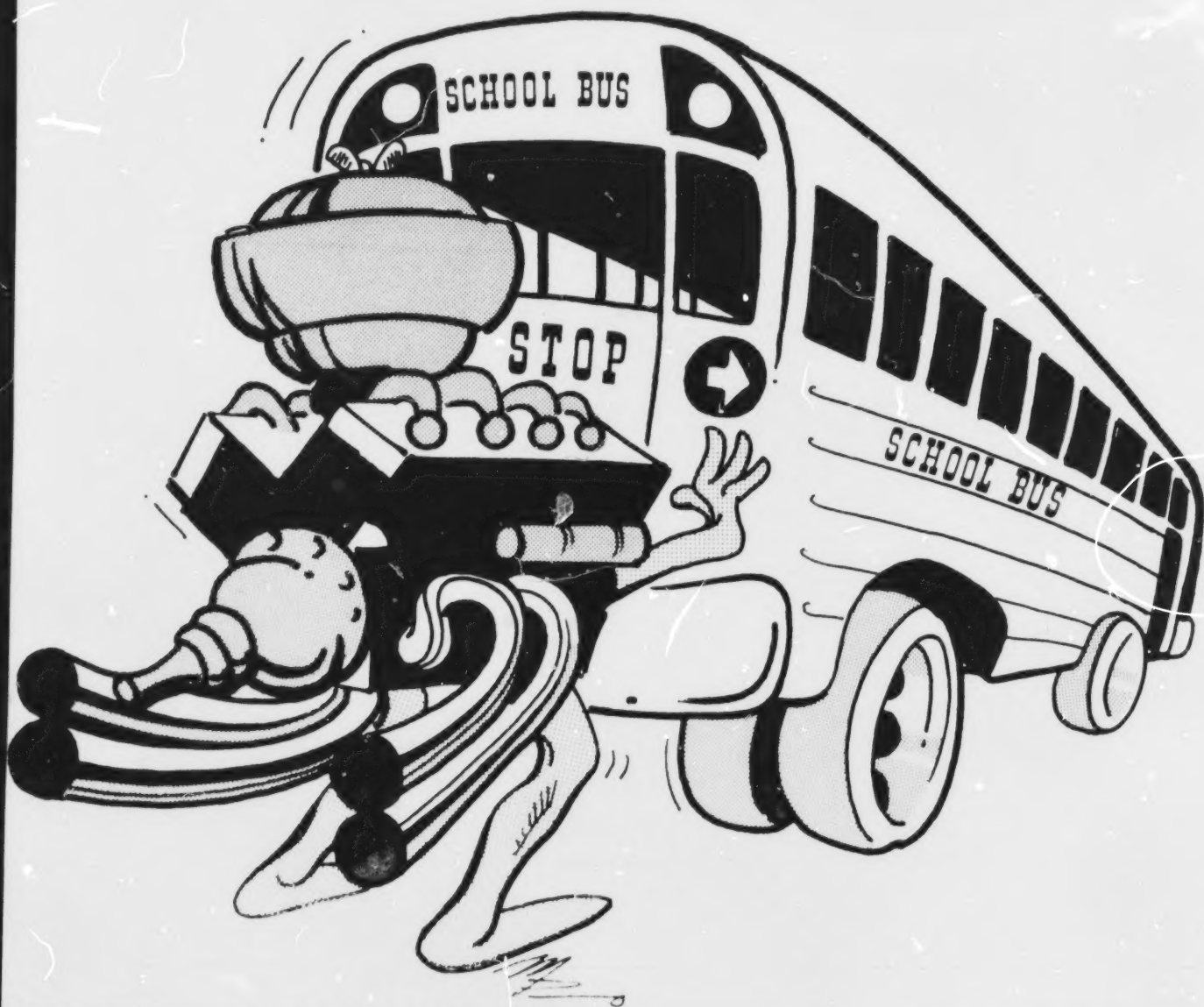
SCHOOL BUSES IN 1930 looked like this. Each bus carried about 35 students - or one classroom, compared to today's buses that can carry about 66 students - or two classrooms.



YOUR SCHOOL BUS

PICTURE THREE

THE REGULAR BUS has a motor in front and a hood in front just like a farm truck. The motor pulls the bus. Most of the school buses have been this kind of bus.



YOUR SCHOOL BUS

PICTURE FOUR

PUSHER BUSES have their motor located in the rear. Since there is no hood up in front they are sometimes called "snubnoses." The "Puller" has its motor in front, but looks like a pusher bus because it is flat in front. This kind of bus can carry more passengers than regular buses can.



YOUR SCHOOL BUS

PICTURE FIVE

THE LITTLE BUS is used to go places that big buses cannot go. or to carry a small number of students who have to ride a long way.



YOUR SCHOOL BUS

PICTURE SIX

THE BUS DRIVER has a big job. He is the person you trust to take you to school and bring you home. He has to drive the bus safely on all kinds of busy, bumpy, and winding roads. Do you know how many students a regular bus carries at one time? About two or three classrooms together.

All the time he is driving the bus, the bus driver has his back to the passengers. That is why the bus passengers must help him.



88-KI-7

[Handwritten signature]

YOUR SCHOOL BUS

PICTURE SEVEN

THE STUDENTS help the bus driver and make his job easier by staying seated, talking quietly, and keeping their hands to themselves.

Students are lucky to be able to ride on a bus. Think how cold and wet you might get if you had to walk to school in bad weather. Think how far you'd have to walk in the morning and after school if you didn't ride the bus. Think how hot or cold it would be at times if you had to walk to and from school. When you are riding the bus you should help the driver and take care of the bus.



YOUR SCHOOL BUS

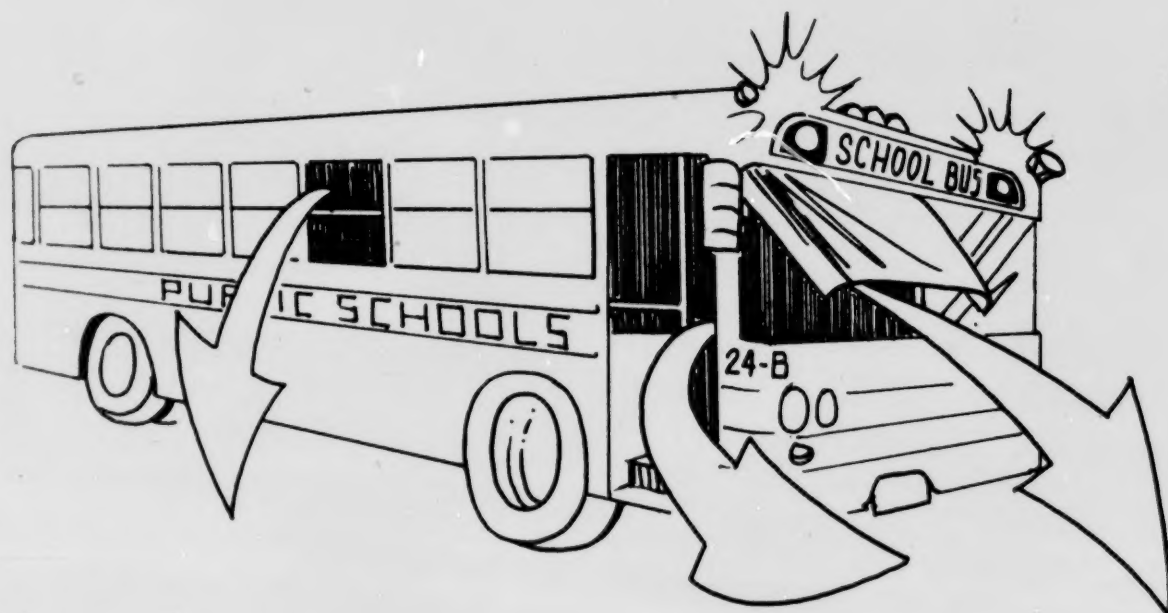
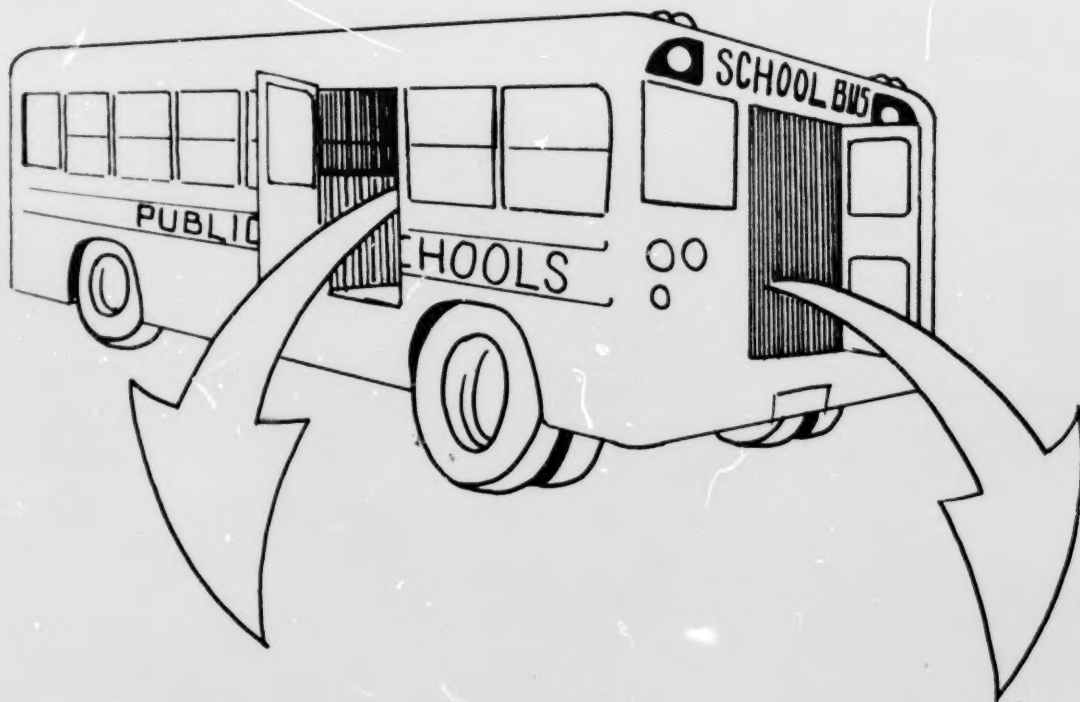
PICTURE EIGHT

A CRIPPLED BUS might have a flat tire or a different problem. Passengers must remember never to touch emergency equipment until the bus driver, or someone in charge, tells them to. If you should have to leave the bus, remember that those nearest the exit should go first, no pushing or shoving, hold your clothes close so you don't catch them on something. When you are off the bus move away from the bus very quickly so others can get out. When passengers get hurt it almost always happens outside the bus, so move away quickly but carefully.

113

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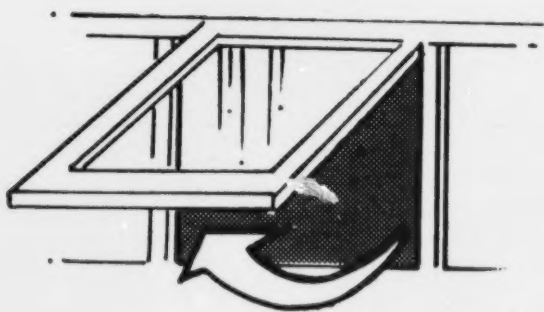
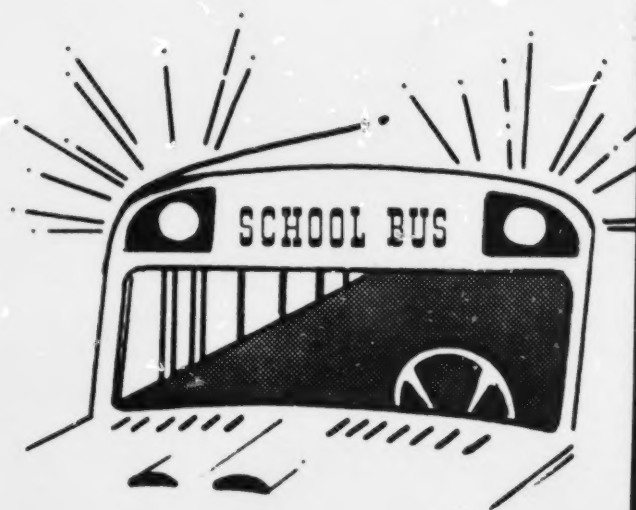
EMERGENCY EXITS



YOUR SCHOOL BUS

PICTURE NINE

EMERGENCY EXITS include the emergency escape door at the back of the bus, or on the left side in some buses. Emergency escape windows are made so they will open wide enough to crawl through or they are hinged and latched so that they can be pushed out when there is an emergency. The regular entrance door at the front of the bus with the handrail which you always use when you enter or leave the bus is also another emergency exit.



YOUR SCHOOL BUS

PICTURE TEN

FLASHING LIGHTS warn drivers to stop when there is a school bus emergency. You must wait for the bus driver or person in charge to tell you what to do. Never use an emergency exit unless you are told to. When the emergency escape door is used, someone should be there to help. Emergency escape windows should not be touched unless the bus driver tells you to. Remember that even in an emergency, you must not leave the bus until you are told to.

A school bus is waiting for you outside. We'll go out and show you some of the things we've talked about and have you practice being good bus passengers.

PASSENGER SAFETY – KINDERGARTEN AND FIRST GRADE

LESSON EIGHT

"THE AUTOMOBILE PASSENGER"

OBJECTIVE EIGHT

Given a simulated situation involving an automobile, the student will demonstrate or describe the proper actions of a passenger.

KEY POINTS

To be safe as passengers, students must:

1. Wait for the car to stop before touching the door handle.
2. Enter the car from the curb-side.*
3. Lock all doors and then leave them alone.**
4. Fasten the seat belts.
5. Place all loose articles on the floor.***
6. Keep hands, head, legs, and other articles inside.
7. Keep the noise down inside the car; don't distract the driver.
8. Exit (get out) on the curb-side,* after car has come to a complete stop.

*Be sure students understand the term "curb-side"—i.e., the edge of the sidewalk and/or pavement.

**Door locks are designed to strengthen the door latch when in a locked position. (In a crash, the door is more likely to stay closed, especially in a rollover-type accident.) A locked door prevents inadvertent opening of the door. When the car is stopped, a locked door prevents unwanted people from entering.

***Articles put in the back top deck become flying missiles in a collision or a sudden stop.

MATERIALS NEEDED

The pictures that accompany this lesson plus additional pictures you have collected. (Activity 1)

A car parked in the parking lot. (Activity 3)

Drawing paper, crayons. (Activity 5)

Masking tape or chalk for Car-Street simulation. (Activity 2 and Assessment)

SUGGESTED ACTIVITIES

*Use of all activities is NOT required.
Additions and modifications are encouraged.*

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Discuss the KEY POINTS with the students using the pictures accompanying this lesson.

Show the students the pictures (or transparencies you have made), starting with the car next to the curb. Ask questions like the following:

ENTERING 1. Why is it safer to get into a car on the curb side?

2. What could happen to someone getting in on the street side?

LOCK DOORS 1. Why is it safer to lock the doors while riding in the car?

2. Why should you keep hands away from door handles and windows while moving?

SITTING PROPERLY 1. How should you sit on the seat?

2. What is the first thing you should do after sitting down in a car?
3. Why are you safer passengers with seat belts on?
4. Why is it important to sit properly in the seat and face forward?
5. What might happen if you weren't properly seated and the car came to a sudden stop?

PASSENGER BEHAVIOR 1. What would you do with books, toys, or other objects in the car?

2. Why is it dangerous to throw things around the car or out of the window of a moving car?
3. Why is it safer to keep your hands free of objects while you are a passenger?

4. Why should you talk quietly while riding in a car?
5. Why is it dangerous to fool around, pushing or teasing, in a moving car?
6. How would poor behavior like this affect the driver's ability to concentrate on what he's doing?
7. What might happen if the driver were distracted from his driving?

EXITING

1. Why do you think it's best to stay in your seat until the car comes to a complete stop?
2. Which is the best side for you to get out of the car? Why? (curb-side)
2. Set up a simulated "Car" and "Street." (See Assessment Procedure for directions.) Ask several students to demonstrate proper and improper passenger actions, and possible results of improper actions.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

3. Take students outside to the parking lot and show them what the curb-side of the car is, and how to get into and out of the car. Note the danger of a car door opening toward the street-side. Emphasize also the proper placement of hands so they do not get pinched in the car door.
4. Teach the following verse:

Getting Out of the Car

*After the car comes to a stop,
Out of the car I walk, not hop.
I thank the driver for the ride
and get out on the curb side.*

5. Have students draw and color (or cut out) a picture of themselves and print underneath, "I am a good passenger." These can be pinned on and taken home, and the child can explain to his parents how he/she acts as a good passenger.

SUMMARY

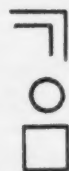
To be a good passenger, the student must:

- a. Wait for the car to stop before touching the door handle.
- b. Enter the car from the curb-side.
- c. Lock all doors.
- d. Fasten the seat belts.

- e. Place all loose articles on the floor.
- f. Keep hands, head, legs, and other articles inside.
- g. Keep the noise down inside the car.
- h. Be sure the car has stopped completely. Exit (get out) on the curb-side.

ASSESSMENT PROCEDURE (OPTIONAL)

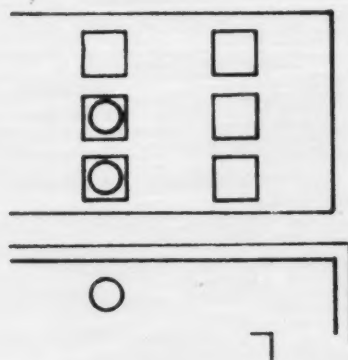
Set up six chairs, three to a row, to simulate an automobile. Make a line for the curb with chalk or masking tape. Instruct students that this is the family car parked at the curb. Have students demonstrate and describe (TALK-WALK) how they would get into the car for a trip to the store, and how they would exit. (Check to see that they remember the KEY POINTS of being a good passenger.) Complete the assessment checklist and help students who need further instruction.



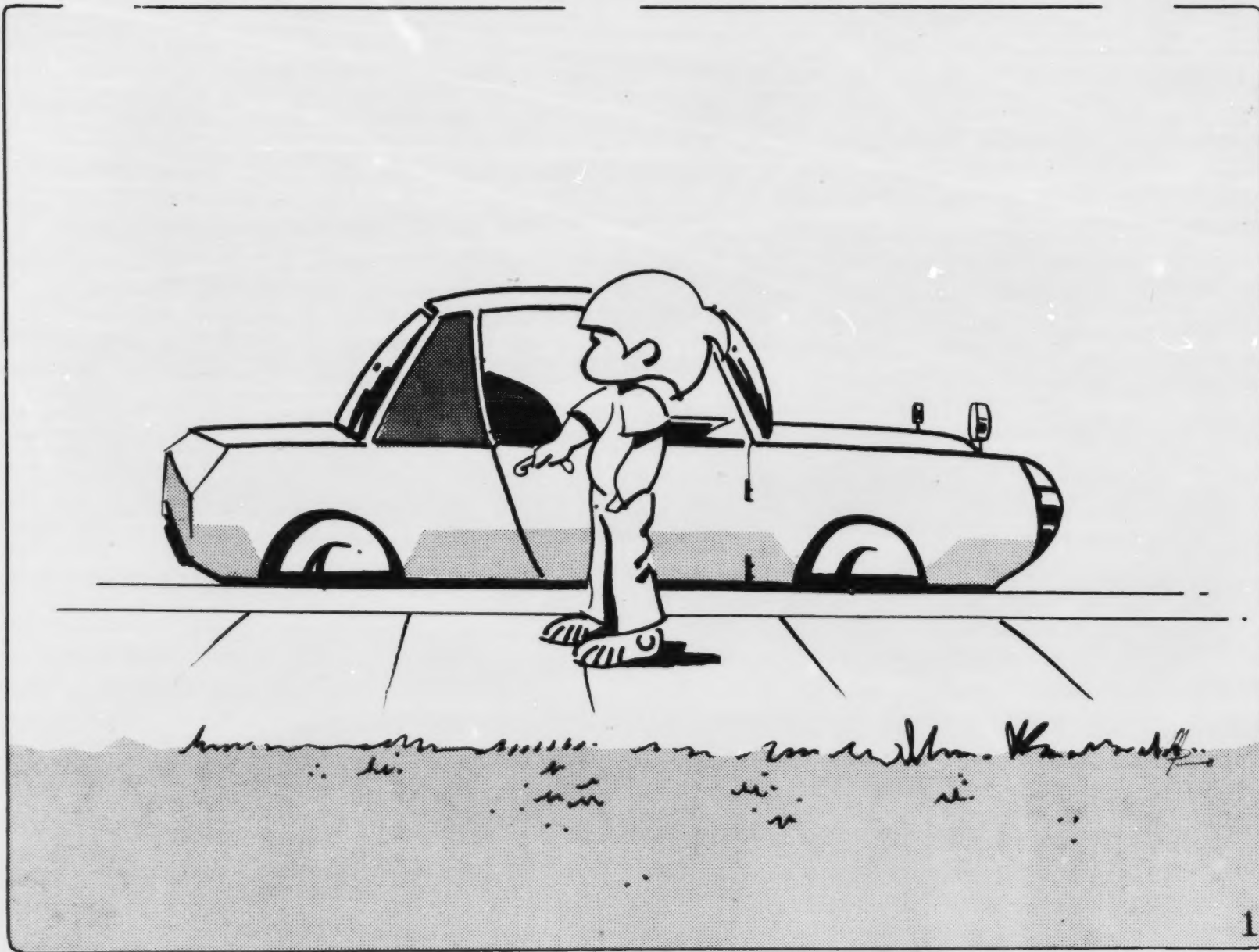
= Curb

= Children

= Chair



Front



ENTERING A CAR - LESSON EIGHT

1. Why is it safer to get into a car on the curb side?
2. What could happen to someone getting in on the street side?

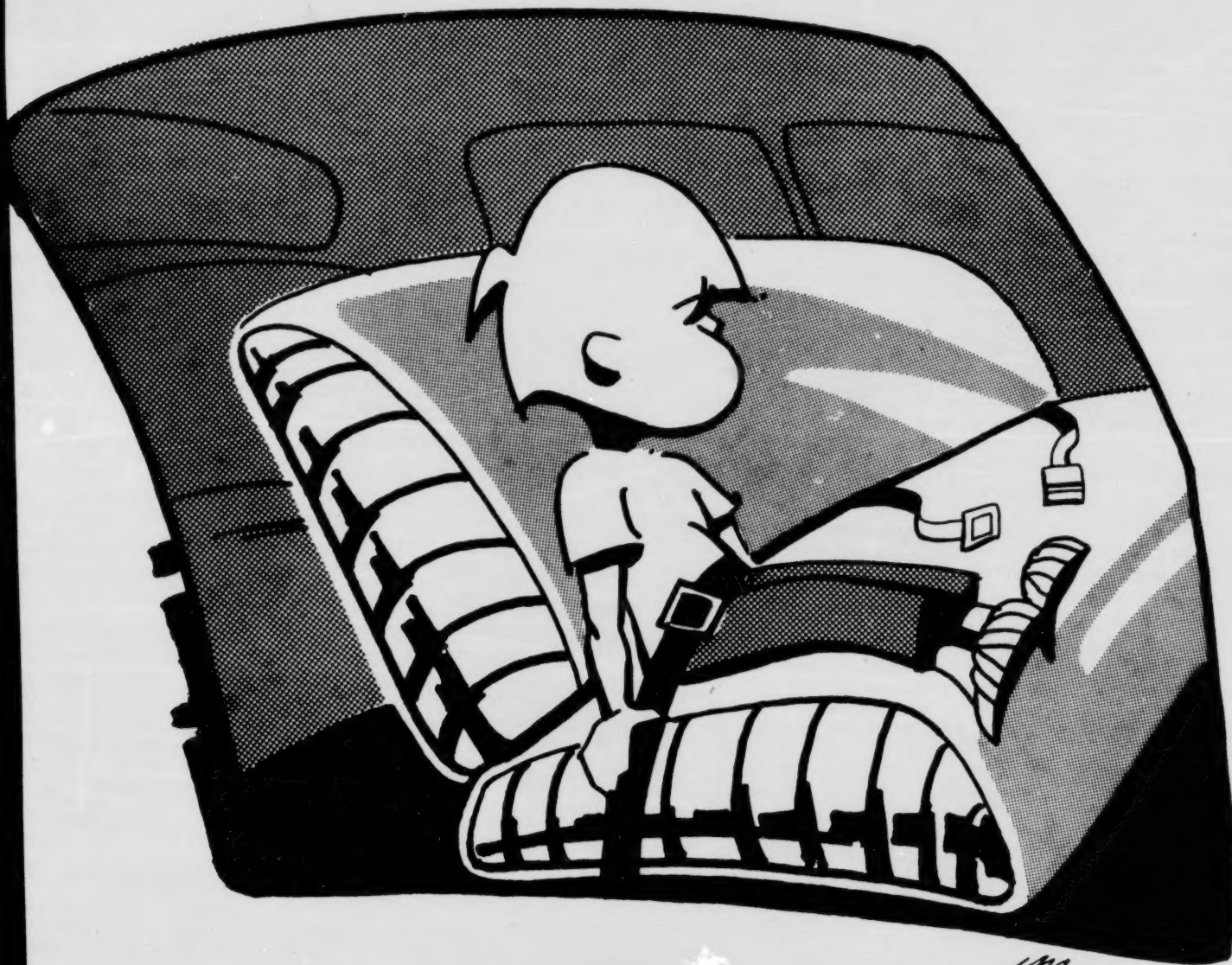
EXITING A CAR

1. Why do you think it's best to stay in your seat until the car comes to a complete stop?
2. Which is the best side for you to get out of the car? Why? (curb-side)



LOCKING DOORS - LESSON EIGHT

1. Why is it safer to lock the doors while riding in the car?
2. Why should you keep hands away from door handles and windows while moving?



SITTING PROPERLY - LESSON EIGHT

1. How should you sit on the seat?
2. What is the first thing you should do after sitting down in a car?
3. Why are you safer passengers with seat belts on?
4. Why is it important to sit properly in the seat and face forward?
5. What might happen if you weren't properly seated and the car came to a sudden stop?



PASSENGER BEHAVIOR - LESSON EIGHT

1. What would you do with books, toys, or other objects in the car?
2. Why is it dangerous to throw things around the car or out of a moving car?
3. Why is it safer to keep your hands free of objects while you are a passenger?
4. Why should you talk quietly while riding in a car?
5. Why is it dangerous to fool around, pushing or teasing, in a moving car?
6. How would poor behavior like this affect the driver's ability to concentrate on what he's doing?
7. What might happen if the driver were distracted from his driving?

PASSENGER SAFETY – KINDERGARTEN AND FIRST GRADE

LESSON NINE

"HOW TO USE SEAT BELTS"

OBJECTIVE NINE

Given a classroom seat belt or a situation involving simulated use of a seat belt, the student will demonstrate the proper method of fastening and releasing the seat belt.

KEY POINTS

1. The correct procedure in securing seat belts is:
 - a. Sit up straight and against the back on the seat.
 - b. Hold the buckle at a right angle and pull on the belt to lengthen the strap.
 - c. Snap the metal insert into the buckle.
 - d. Snug the belt tightly over the hips.
 - e. If the shoulder harness is used, adjust it to fit.*
2. Release the seat belt by pushing on the button located in the middle of the buckle, or by lifting the end of the buckle. (The first time in a different car a person should ALWAYS fasten and unfasten his seat belt once before the car moves.)

*NOTE: Use of a shoulder harness safety belt is *not recommended* by automobile manufacturers for children less than 55 inches tall. Because of this, do not put emphasis on use of the shoulder harness.

MATERIALS NEEDED

A toy car and small doll or clay figure, yarn or a small belt. (Activity 1)

The pictures that accompany this lesson. (Activity 2)

Contact a local auto parts company to obtain a seat belt from a late model wrecked automobile for demonstration purposes. Keep this seat belt in the learning center for use by other classes, OR have a car with seat belts available. (Activity 3)

Enough copies of the "take-home" and information sheet for each student's parents. (Activity 4)

The songs attached to this lesson. (Activity 6)

Enough copies of "DO buckle your seat belts" for each student to color. Activity 7)

SUGGESTED ACTIVITIES

*Use of all activities is NOT required.
Additions and modifications are encouraged.*

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Have a student bring his toy car to school. Place a modeling clay figure or a very small doll inside or on top of the car. (If a toy car is not available, you may substitute a toy wagon or other vehicle with wheels.) Roll the car into some stationary object so that it stops suddenly and the figure falls forward. Ask students to explain how this is like what happens to passengers when a real car stops very suddenly.

What could happen to a person wearing seat belts?

What could happen to a person not wearing seat belts?

Repeat the activity with the toy car, this time tying the figure to the car with yarn or a small belt. Ask students to explain what happened this time.

How is this like a passenger wearing a seat belt in a car?

(Variation: Use two raw eggs and masking tape or elastic instead of the small figure to demonstrate tie down.)

2. Discuss use of seat belts while showing students the appropriate picture.
 - a. Show the picture of the empty seat and seat belt. Ask questions like the following:

Can you tell me what part of a car this is?

How does a seat belt work?

How does a seat belt protect a passenger from getting hurt in accidents?

Do you use a seat belt? Why?
 - b. Show students the picture of the types of seat belt clasps, "Fastening Seat Belts." (Teacher information: Both belts are closed by simply inserting the eye of the belt into the buckle until you hear it click. To release the push button type, depress the push button located in the center of the buckle. For the lift buckle type, raise the lever and pull the eye end away from the buckle. There are many

different seat belts. Therefore, emphasis should be given buckling and unbuckling the belt each time the student gets into a different car.) Ask students if they know how these buckles work. What must be done after the belt is buckled? (Make it snug over the hips.)

- c. Show students the picture of the child sitting up straight and back fully on the seat, with belt buckled. Ask the students why it is important to sit in that position when in a car. Have them sit up straight in their chairs. Stress that in a car without seat belts this is the way they should sit also.
 - d. Show the picture of correct and incorrect seat belt placement. (The middle child has correct seat belt placement.) Discuss the results to each of the children if the car stopped suddenly. (Hurt stomach, held in place, thrown forward.)
 - e. Show the picture of seat belt and shoulder harness. Shoulder harness should allow the person strapped in to move forward about three inches. (Place both clenched fists, end-to-end, between the seat belt strap and the chest.) Ask students why they think this "breathing room" is necessary.
3. Classroom seat belt. Take the seat belt you have obtained from a local auto parts company. Fasten the loose ends together beneath a chair. Have each student practice correct securing and releasing procedure. (in KEY POINTS)

OR

Arrange to have a car available and take students outside to the parking lot and have them practice getting in the car and buckling both the belt and the shoulder harness.

4. Take-home. Sign the letter and make copies for each student. Have students give the letter and information sheet "Proper Use of Seat Belts..." to their parents asking them to have their child use seat belts. (Return "I have _____; have not _____.")

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

5. Teach students the song "Buckle Up for Safety" to the tune "Buckle Down Winsocki."

The words can be printed or pasted on the back of one of the pictures by the students.

Buckle Up for Safety

*Buckle up for safety, Buckle up,
You'll always win if you buckle up,
When you're in the car, put your seat belt on,
And you'll ride safely, if you'll only buckle up.*

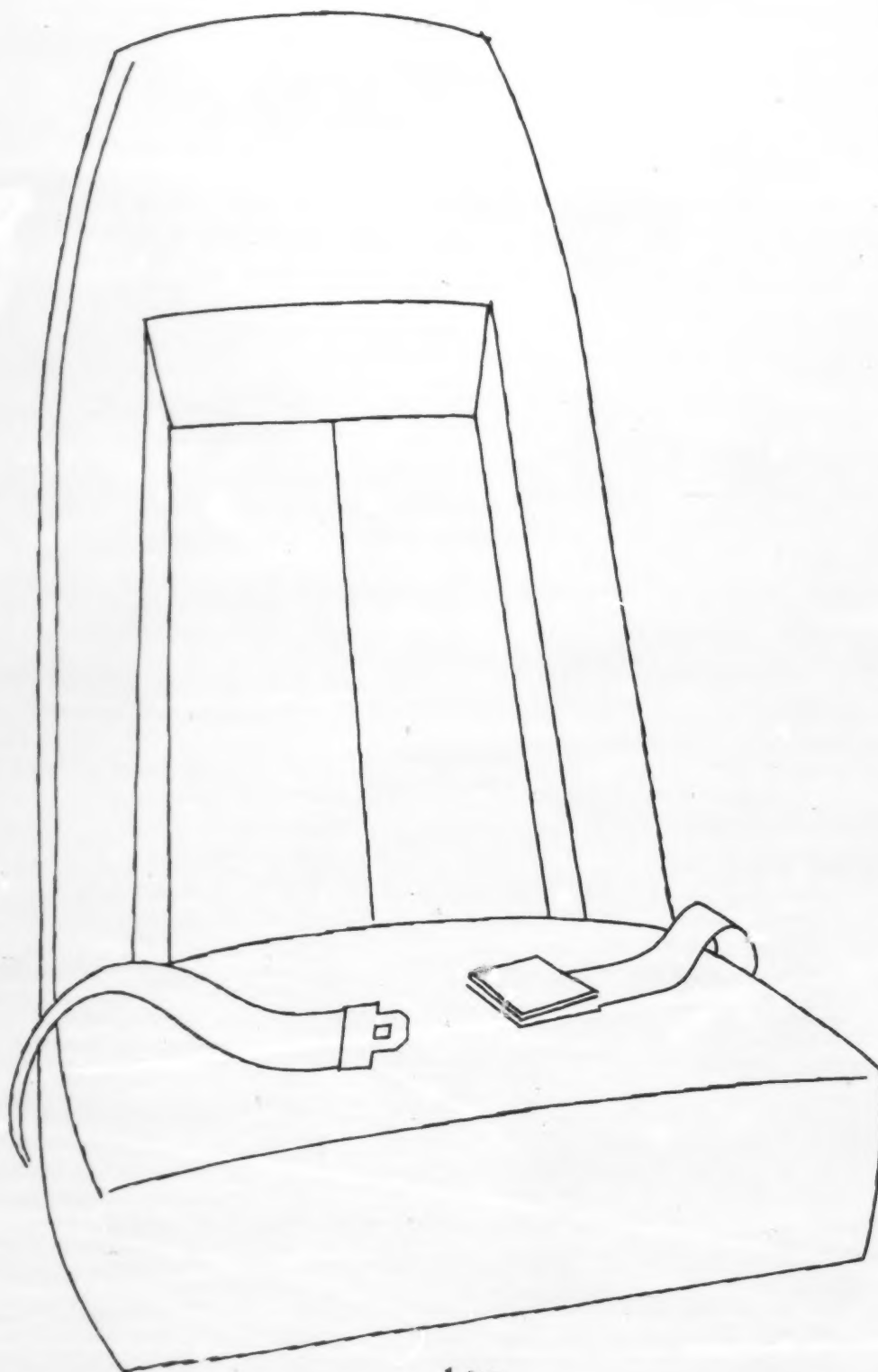
6. Teach students the song, "A Safety Tip," sung to the tune of "Old MacDonald's Farm" or "Wear Your Seat Belt" sung to the tune "Frere Jacques." (Attached to lesson.)
7. Give each student a copy of "DO Buckle Your Seat Belt" to color and take home. This activity may be used while students are being assessed.

SUMMARY

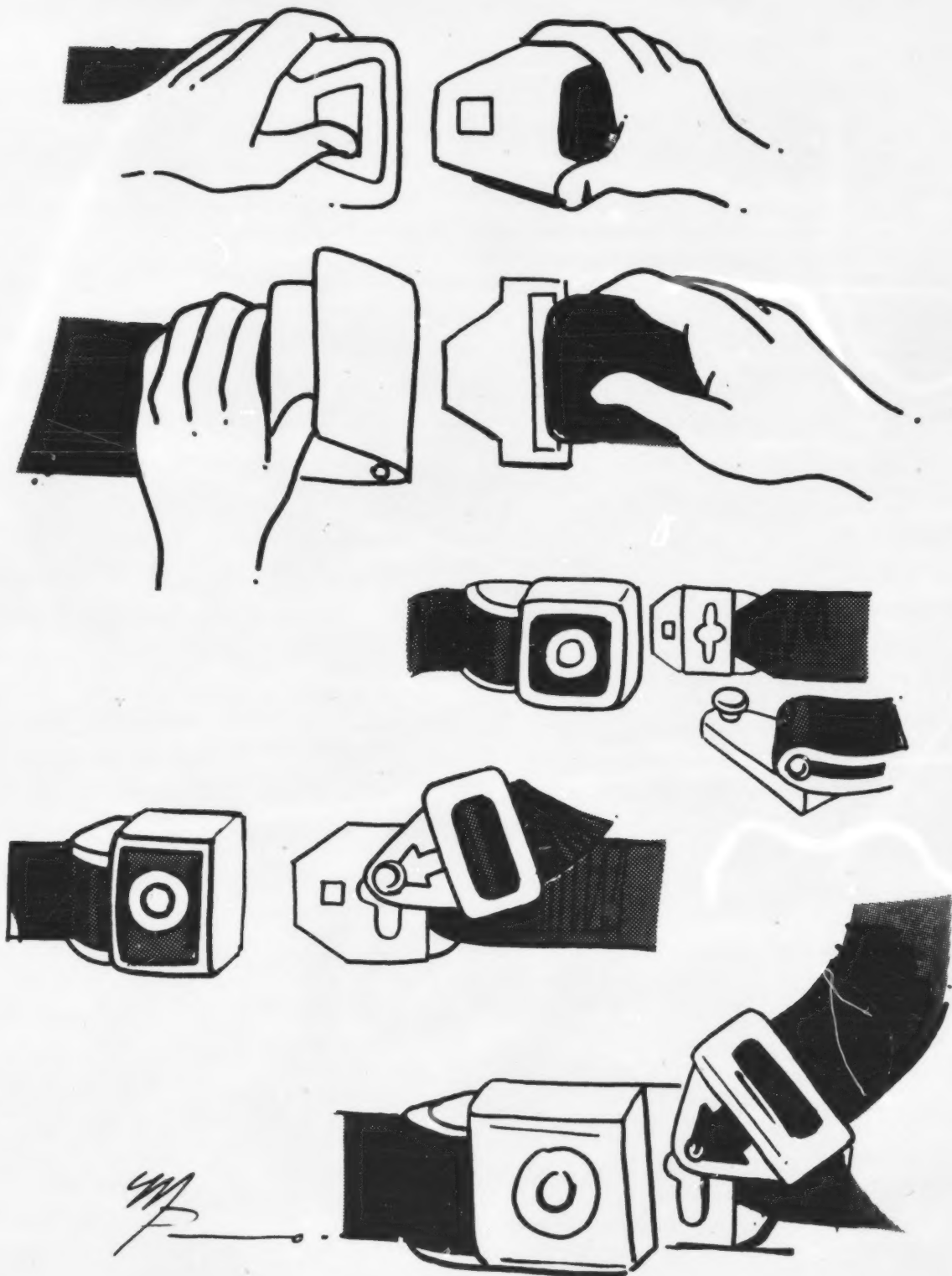
Review the correct procedure in fastening seat belts (in KEY POINTS) and the reasons why using seat belts is a good idea.

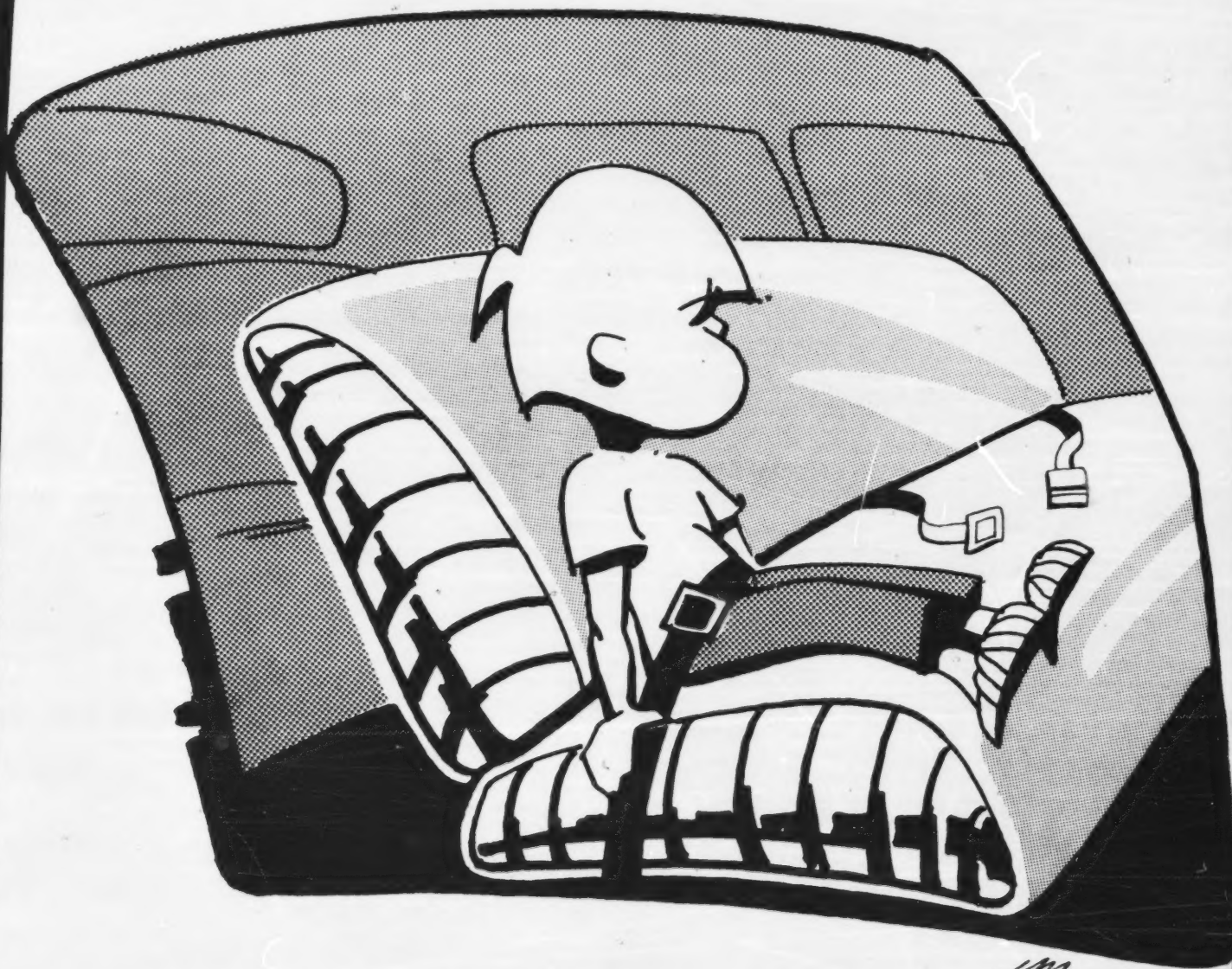
ASSESSMENT PROCEDURE (OPTIONAL)

Have each student demonstrate with the classroom seat belt how he gets into the seat and buckles up, following correct procedure. If you do not have a classroom seat belt, have students sit in their chairs and simulate correct use of the seat belt. Complete the assessment checklist and give help where needed.



FASTENING SEAT BELTS





MF





[Handwritten signature]

Dear Parents:

Your child has been learning about passenger safety practices, including the use of the seat belt. We would appreciate your help in practicing the use of seat belts with your youngster.

We have enclosed an information sheet showing some of the standard seat belts and how to adjust them.

Please help your child practice using the seat belt in your car. The whole family can take part in this safety demonstration.

Please sign and send the lower portion of this letter to school with your child.

Teacher _____

Date _____

I have had _____ practice using the
(Name)
seat belt.

Signature

PROPER USE OF SEAT BELTS AND SHOULDER STRAP
INFORMATION SHEET FOR PARENTS

1. To Fasten Seat Belts:

Insert the metal eye into the open end of the buckle until you hear a click. If necessary, adjust the belt so it fits snugly, yet comfortably.

2. Separate Shoulder Strap:

In the system shown in No. 2.A: Insert the pin of the shoulder strap into the slot of the seat belt connector (B) and pull up until pin engages (C). Fasten and adjust the seat belt as in No. 1.

A shoulder strap should not be tight or twisted. A clenched fist between the strap and your chest with the thumb against your chest indicates sufficient slack.

NOTE: In some older cars, the shoulder harness has a separate buckle. The shoulder harness should never be worn without the seat belt being used.

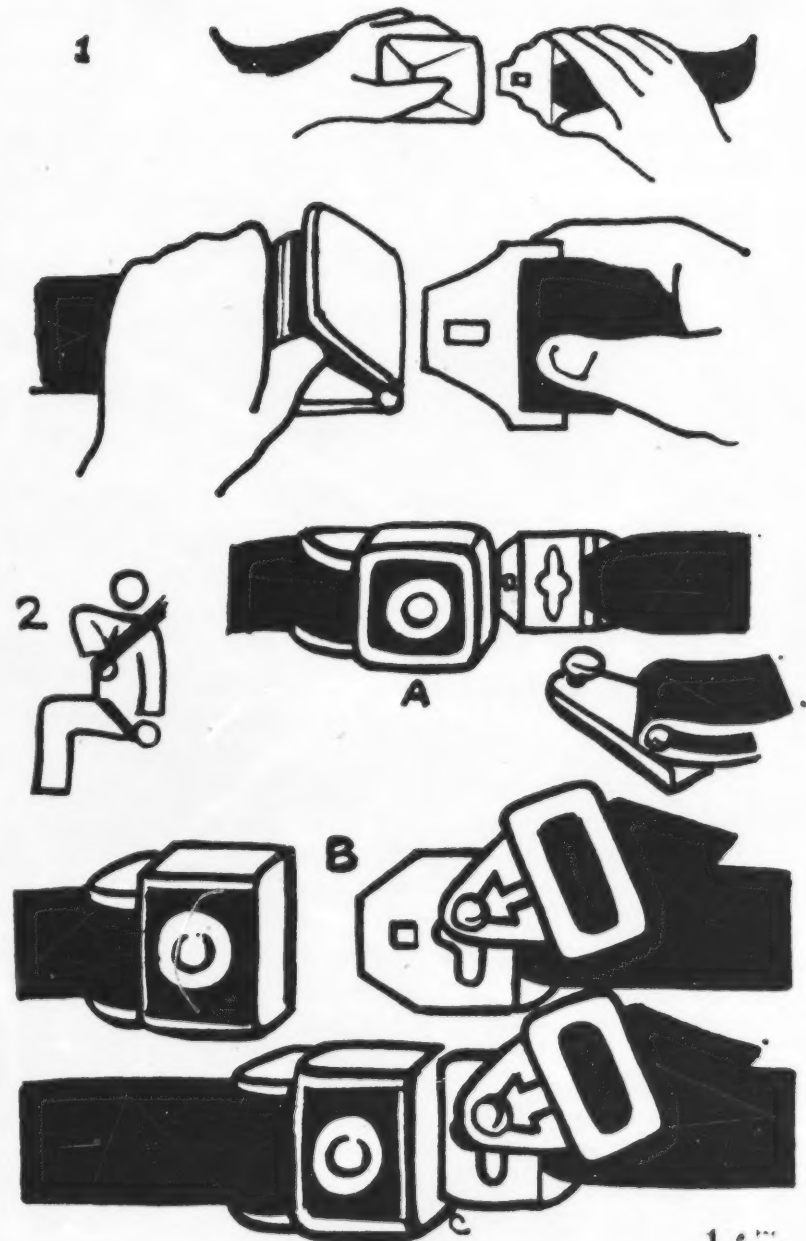
3. A Combination Seat Belt/Harness (not shown) is fastened as in No. 1.

TO RELEASE:

Push-button type: Push in the push button located in the center of the buckle.

Lift buckle type: Raise the lever and pull the eye end away from the buckle.

NOTE: Standard safety belts are not suitable for children under four years old, or weighing less than 40 pounds; shoulder straps are not recommended for children less than 55 inches tall. However, if seat belt and shoulder harness is one unit, it should be used.



A SAFETY TIP

(To be sung to the tune of "Old MacDonald Had a Farm")

Seat belt wearing's not for jokes
Here's a safety tip
For yourself and for your folks
(I) wear (s) it every trip

(Mom)

(Dad)

(Sis)

(Brother)

With a click click here
And a click click there
Here a click
There a click
Everywhere a click click

Seat belt wearing's not for jokes
Here's a safety tip.

Everybody's wearing belts
Now we're on our way.
Every time we go away
(I'm) first to click (my) belt

(Mother's) (her)

(Dad's) (his)

(Sis's) (her)

(Brother's) (his)

With a click click here
And a click click there
Here a click
There a click
Everywhere a click click

Everybody's wearing belts
Now we're on our way.

WEAR YOUR SEAT BELTS

(Tune: Frere Jacques)

*(To be sung straight or
as a round)*

Wear your seat belt
Wear your seat belt
Every trip
In your car.
You'll be safer with it
You'll be safer with it
So will Mom, so will Dad.

I wear my seat belt
I wear my seat belt
Every trip
In my car.
I am safer with it
I am safer with it
So is Mom, so is Dad.

*(lines to be sung alternately
by two groups)*

Group I: Wear your seat belt

Group II: I wear my seat belt

Group I: Every trip

Group II: In my car

Group I: You'll be safer with it

Group II: I'll be safer with it

Group I: Your family too

Group II: My family too.

DO

**buckle your
seat belts!**

